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ABSTRACT

Noting that citizenship education is one of the major responsibilities of the public schools, this resource guide defines good citizenship as having 13 components, among them: respecting one's self and one's parents and home; possessing the skills necessary to live peaceably in society and not resorting to violence to settle disputes; respecting the American flag, the Constitution of the United States, and the constitution of Indiana; and respecting the rights of others to have their own views and religious beliefs. The major purpose of the guide is to provide assistance to Indiana schools, working with parents and community members, as they develop their own citizenship education initiatives. The guide offers suggestions for school-wide activities and considers what school administrators and individual teachers can do in citizenship education, as well as how to approach citizenship education for students with diverse learning needs. Following this introductory material, the guide is divided into grade-level sections, K-12, each of which offers a focused overview and three or four lessons. An extensive Resources section provides the following lists: Literature for Elementary and Middle School Students; Literature for High School Students; Sample Programs and Resources for Citizenship Instruction; Good Citizenship and Service Learning; Resources for Parents, Teachers, and Community Members; Organizations That Provide Citizenship and Character Education Materials; Resources for Music, Visual Arts, and Drama; American Songs and Poems; and Indiana Code 20-10.1-4-4.5. (BT)

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PARTNERS for GOOD CITIZENSHIP

PARENTS-SCHOOLS-COMMUNITIES

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A RESOURCE GUIDE FROM THE INDIANA DEPARTMENT OF EDUCATION

DR. SUELLEN REED
SUPERINTENDENT OF PUBLIC INSTRUCTION

BEST COPY AVAILABLE

A Citizenship Resource Guide

Partners for Good Citizenship: Parents, Schools, and Communities

Dr. Suellen Reed,
Superintendent of Public Instruction
Indiana Department of Education
September, 1999

Introduction

Good Citizenship Instruction: (IC 20-10.1-4-4.5)

In 1995, the Indiana General Assembly passed legislation requiring public schools to integrate **"good citizenship instruction"** into the current curriculum. Good citizenship instruction is described as instruction that emphasizes the nature and importance of:

1. Being honest and truthful.
2. Respecting authority.
3. Respecting the property of others.
4. Always doing one's personal best.
5. Not stealing.
6. Possessing the skills necessary to live peaceably in society and not resorting to violence to settle disputes.
7. Taking personal responsibility for obligations to family and community.
8. Taking personal responsibility for earning a livelihood.
9. Treating others the way one would want to be treated.
10. Respecting the national flag, the Constitution of the United States, and the Constitution of the state of Indiana.
11. Respecting one's parents and home.
12. Respecting one's self.
13. Respecting the rights of others to have their own views and religious beliefs.

This mandate is similar to legislation passed previously in 1937 and 1975. It incorporates the ideas of earlier legislation and expresses the continuing concern of the Indiana General Assembly for the development of good citizens. It also serves as a reminder that citizenship education is one of the major responsibilities of the public schools, and it calls upon school personnel to renew their efforts to help students become good citizens. (See the *Resources* section for the complete text of IC 20-10.1-4-4.5.)

Partners for Good Citizenship

The purpose of *Partners for Good Citizenship* is to assist school personnel in integrating citizenship instruction into their own curricula as required by the legislation. This resource guide provides **Sample Lessons** for every grade from Kindergarten through Grade 12. Each interdisciplinary lesson is related to one or more of the aspects of good citizenship cited in IC 20-10.1-4-4.5 and provides ideas for teaching strategies and activities that can be adapted to a range of learning needs.

The lessons do not constitute an addition to the curriculum. Instead, they provide a way to integrate citizenship instruction with the skills and knowledge that are important to language arts, social studies, fine arts, career education, and other areas of a school's curriculum. *Partners for Good Citizenship* also emphasizes the importance of working with parents in citizenship instruction. For this reason, each lesson includes ideas for keeping in contact and working with students' families. The lessons also emphasize active learning and community-based experiences.

Lessons are often based upon literature as a way of encouraging the formation of positive ideas and exhibiting appropriate behavior. Because good literature provides an important resource for teaching citizenship, *Partners for Good Citizenship* includes a Bibliography of **Literature for Elementary, Middle School, and High School Students** to help teachers, parents, and librarians as they develop and expand their citizenship education programs. These literature selections were provided by Indiana teachers and media specialists. Their inclusion does not constitute an endorsement or a recommendation by the Indiana Department of Education. **Teachers and media specialists, working closely with parents and other members of the community, should evaluate all literature selections carefully to determine whether a book meets the specific instructional needs of their students and the standards of the local community.**

Partners for Good Citizenship also provides a list of **Sample Programs and Resources for Citizenship Instruction.** These are programs that are currently in use in Indiana schools and classrooms. In each case, a name and phone number for a local contact person are listed so that teachers and administrators who are interested in a program or resource can contact a program organizer or a local educator who has had direct experience with a resource and can comment upon its effectiveness.

Schools, Parents, and Communities: Partners for Citizenship Education

Partners for Good Citizenship is a resource guide. It is not a complete curriculum for citizenship education, and it is not intended to take the place of the many excellent local programs now being carried out in Indiana schools and communities. Instead, it is intended to enhance those programs and provide schools that do not have active programs with useful information and materials to help implement a program. The major purpose of this guide is to provide assistance to Indiana schools, working with parents and community members, as they develop their own citizenship education initiatives.

In carrying out research for the development of *Partners for Good Citizenship*, the Indiana Department of Education convened focus groups in eight communities across the state during the summer of 1996. Over 400 parents, teachers, community members, and students participated in this process.

The Indiana Department of Education also conducted a series of 12 town meetings between August 9 and October 22, 1996. The purpose of these meetings, which were attended by 601 persons, was to provide a forum for local community members to identify concerns and indicate how the Department can improve its service to schools and communities. Among the topics discussed at every town meeting were student discipline and citizenship.

In general, citizens provided the following perspectives on citizenship instruction:

1. Parents believe that schools should reinforce their efforts to teach good citizenship. Citizenship education is seen as a joint effort or "partnership" including the home, the school, and the community. All of us share a responsibility for teaching, modeling, and practicing good citizenship.
2. Citizenship education is most effective when it is integrated into the total school program, from Kindergarten through Grade 12, including classroom instruction, extracurricular activities, discipline policies, student government, career education, and life experiences. The climate of the school is very important in shaping the way students practice citizenship.
3. Citizenship should be taught through intentional, practical, and real-life experiences. Student involvement in school and community life and service to the community are seen as important by all members of the focus groups. Good citizenship efforts at home, school, and in the community should be positively recognized and reinforced. All students are capable of practicing good citizenship, and all students should be recognized when they succeed.
4. Adults serve as important role models in shaping students' perceptions and visions of citizenship. Children and young people are keenly aware of adult attitudes and behaviors and depend upon good role models as they develop citizenship habits and practices.
5. A number of Indiana schools and communities are currently engaged in citizenship programs and activities. Focus group participants spoke proudly of these local initiatives. Participants also cited problems and needs in the area of citizenship education. Citizenship educators at all levels need opportunities to increase their knowledge, skills, and resources.

Partners for Good Citizenship is intended to assist schools as they work to do their part in the total effort to help students become knowledgable, caring, and responsible citizens.

Citizenship Education - A School-Wide Initiative:

The ideas expressed by Indiana parents, teachers, and community members are also shared by citizenship educators. Experience with citizenship education programs indicates that citizenship instruction is most effective when it is integrated into the curriculum of the school and is part of a continuous, school-wide effort. Citizenship education and academic learning are closely intertwined and should make use of active teaching and learning strategies, such as cooperative learning, problem solving, and experience-based projects. In planning and carrying out this type of instruction and interacting with students on a daily basis, individual classroom teachers can have a significant, positive influence on the lives of children and young people.

These efforts are multiplied many times when the total environment of the school supports and reinforces the citizenship learning initiated in the classroom. For this to take place, all members of the school staff must be involved in learning about and taking responsibility for citizenship education. All adults in the school community, teachers, administrators, custodians, cafeteria workers, secretaries, bus drivers, and others are potential role models for students. The various aspects of the school program, including discipline policies, assessment procedures, relationships with parents and community members, and the management of the school's physical environment provide opportunities for citizenship learning.

When a school makes good citizenship part of everyday life, students from diverse backgrounds can see themselves as members of a community where they have a wide range of opportunities to behave responsibly and put the citizenship skills they are learning into practice. This practice takes place not only in the classroom, but also in the hallways, playing fields and playgrounds, cafeterias, and school buses. Schools with proactive citizenship programs provide students with a variety of ways to act upon their commitment to school and community through service-learning projects, career and job awareness activities, and other real- life experiences.

By organizing a comprehensive program and following through on a consistent basis, all members of the school community can do many creative and innovative things to promote good citizenship. As one teacher working on this guide has said: "Good citizenship is not just a set of lessons. It is part of everything we do, every day."

Suggestions for School-Wide Activities

- Identify a group of teachers, parents, students, and community members who will lead the development of citizenship goals and activities.
- Provide teacher inservice on citizenship instruction and resources.
- Display posters, signs, banners, and other reminders of the qualities of good citizenship.
- Display quotes or themes related to citizenship in prominent places within the building.
- Promote essay contests or creative writing assignments related to citizenship.
- Help students plan a letter writing project to other students across the nation, state, or community to discover how people are alike and different, but still Americans.
- Involve students in planning a service-learning project to promote community responsibility.
- Encourage classrooms to elect student council members who help to plan citizenship activities. Reinforce the idea of how a legislature works.
- Help students plan a service project for a hospital or a senior citizen home.
- Plan a recycling program by collecting newspapers, cans, or plastic bottles and donate the money to a charity.
- Work with students to develop a specific plan to welcome new students and other guests to your school community.
- Encourage students to develop a school motto or creed that promotes citizenship.

School Administrators Can:

- Spearhead school-wide events and promote engaging instructional strategies.
- Promote policies related to good citizenship habits and school climate: in the hallways, in the cafeteria, on the bus, in the rest rooms, in the classroom, in the media center, in schoolwide assemblies, and during recess.
- Maintain a special bulletin board of "good citizens," including student pictures, that changes weekly, monthly, or by grading periods.
- Provide certificates for good citizenship based on qualities that have been identified by teachers and students.
- Involve all teachers in school-wide activities promoting school unity in citizenship and cultural awareness programs. Assist art, music, and physical education teachers as they help students:
    - Develop displays and exhibits on various topics or themes.
    - Learn patriotic songs and songs from various cultures.
    - Write a school song that promotes school pride and good citizenship.
    - Learn games and dances from various cultures and engage in cooperation and fair play.

- Help plan choral celebrations, folk dance festivals, international days, or game days when students, parents, and community members share cultural activities.
- Maintain close contacts with parents and community members to make sure that the school citizenship program is a joint effort.

Individual Teachers Can:

- Make good citizenship part of the classroom curriculum every day in every subject.
- Incorporate school-wide citizenship activities into daily lessons and plan special classroom activities.
- Adapt citizenship experiences to the needs of all learners.
- Keep a class scrapbook of stories, events, news clippings, and pictures related to citizenship.
- Plan tours to city, county, or state offices and to the state capitol.
- Record sites in your community that display the American or Indiana flags. Make a graph or chart of the kinds of places that display the flags.
- Help students develop vocabulary skills by identifying and discussing words used in classroom activities or found in various materials read in the classroom. Such words might include:

determination
responsibility
peacemaking
self-motivation
compassion
kindness
honesty
loyalty

self-discipline
conviction
patience
justice
truthfulness
fairness
confidence
perseverance

courtesy
effort
initiative
humility
commitment
liberty
freedom
integrity

love
caring
friendship
teamwork
trust
sincerity
pride
respect

- Celebrate holidays and events and plan instruction that relates to responsible citizenship and to understanding diverse cultures of Indiana residents.
- Have students research the history and significance of these celebrations.

Events	**Dates**
Labor Day	First Monday in September
Citizenship Day	September 17
National Hispanic Heritage Month	September 15 - October 15
Columbus Day	Second Monday in October
Veterans Day	November 11
Native American Heritage Month	November
Thanksgiving	Fourth Thursday in November
Kwanza Celebration	December 26 - January 1
Emancipation Day	January 1
Dr. Martin Luther King, Jr. Day	Third Monday in January
Brotherhood Month	February
Abraham Lincoln's Birthday	February 12
Frederick Douglass' Birthday	February (date unknown)
Black History Month	February
George Washington's Birthday	February 22
President's Day	Third Monday in February
Women's History Month	March
Law Day	May 11
Memorial Day	Last Monday in May
Election Day (Primary)	First Tuesday in May (in General Election years)
Election Day (General)	First Tuesday in November
Flag Day	June 14
Independence Day	July 4

Everyone Can Develop Activities that Promote:

Responsibility:

- for supplies
- for homework
- for grades
- for behavior
- to be a role model for younger students
- for work in cooperative learning activities
- to be honest
- to do your best

Respect for:

- classmates
- adults in authority
- the ideas of others
- parents and family
- belongings
- property
- equipment

Respect for Self and Others Through:

- proper speech (no profanity)
- good manners
- cleanliness
- orderliness
- settling conflicts peacefully
- gaining respect without threats of intimidation or violence
- not interrupting

Being Prepared by:

- being a good listener
- being on time
- having materials
- dressing for the weather
- having projects and assignments on time

Citizenship Education for Students with Diverse Learning Needs

Citizenship education is essential for all students. The instructional approaches used in teaching citizenship must include the appropriate accommodations for meeting the individual needs of students. An accommodation is a change in materials or procedures that enables students to participate in a way that measures their abilities rather than their disabilities. In order to be effective, the instructional approaches used in teaching citizenship must accommodate the different needs of students.

Students with disabilities have an Individualized Education Plan (IEP) that includes recommended accommodations for the student. The student's special education teacher can provide information included in the IEP. *Partners for Good Citizenship* is not designed to provide the necessary individualized teaching strategies for students. Instead, it provides some general suggestions on how activities can be modified, and students accommodated, for a wide range of learning needs.

1. Teachers should begin at the building level with other teachers at their grade level who may have suggestions on how to help individual students become involved in citizenship activities. For example, if teachers have students who need specific accommodations due to visual impairments, contact the local teacher of the visually impaired for assistance.
2. Coordinate needs for additional materials across the curriculum. For example, if teachers decide to record some of the written material on tape, they might recruit the assistance of capable, older students for the task as part of a service-learning project. (Make sure they use high-quality tapes.)
3. It is important to incorporate as many sense modalities into the lessons as possible. This enables the teacher to tap into the preferred learning mode of many students, because teaching is more than telling, and learning is more than listening. Some examples include the use of pictures (including photographs) as visual cues and role playing to serve as kinesthetic, auditory, and visual cues.
4. *Adapting Curriculum & Instruction in Inclusive Classrooms: A Teacher's Desk Reference* (Deschenes, Ebeling, Sprague, 1994) recommends the following nine basic ways to accommodate instruction for meeting the learning needs of a specific student:

SIZE	Adapt the number of items that the learner is expected to learn or complete at any one time.
TIME	Adapt the time allotted and allowed for learning, task completion, or testing.
INPUT	Adapt the way the instruction is delivered to the learner by using more than one sense modality.

OUTPUT	Adapt how the student can respond to instruction.
DIFFICULTY	Adapt the skill level, problem type, or the rules on how the learner may approach the work.
PARTICIPATION	Adapt the extent to which a learner is actively involved in the task.
ALTERNATE GOALS	Adapt the goals or outcome expectations while using the same materials.
LEVEL OF SUPPORT	Increase the amount of personal assistance with a specific learner.
SUBSTITUTE MATERIALS	Provide different instruction and materials to meet a student's individual goals.

Additional resources for accommodating teaching materials and strategies to meet a learner's needs may be obtained from:

The Indiana Department of Education
Division of Special Education
Room 229, State House
Indianapolis, Indiana 46204-2798
317-232-0570

Indiana Educational Resource Center
Indiana School for the Blind
7725 North College Avenue
Indianapolis, Indiana 46240
317-232-0587 1-800-833-2198

Indiana Institute on Disability and Community
Indiana University
2853 East Tenth Street
Bloomington, Indiana 47408-2601
812-855-6508

Recording for the Blind and Dyslexic
20 Roszel Road
Princeton, New Jersey 08540
609-452-0606 - Registration Phone
1-800-221-4792 - Customer Service

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Foreword

A Message From the Superintendent

In 1995, the Indiana General Assembly passed IC 20-10.1-4-4.5. The law called for the Department of Education to develop a comprehensive plan of good citizenship instruction. This *Partners for Good Citizenship,* a resource guide for citizenship education, is part of our response to that directive.

The law specifically stated the topics to be included, and we have addressed those in this guide. They are presented in the poster on page *ix* ready for teachers to use in their classrooms.

These days, we hear a great deal about the importance of teaching "the basics." When we hear that term, we understand that "the basics" means reading and writing, as well as the basic operations of mathematics including: addition, subtraction, multiplication, and division. The importance of "the basics" is so apparent that educators regard it almost as a given and may not reemphasize how necessary basic knowledge is to all learning. We sometimes take it for granted that everyone knows that.

In order to achieve in today's world, we know that it takes more than "the basics." Students must know how to apply "the basics." This is absolutely necessary for our young people to be successful in life. We also may take it for granted that our children will come to school prepared to be good citizens. Unfortunately, that is not always so. The high incidence of little time being spent at home on learning good citizenship has contributed to this, as has the lessening of standards by the media, among other things.

Given that, a good educational foundation has never been so important as it is today. American democracy cannot endure without an educated populace. In order to have good citizens, we must have good students. The early leaders of our country knew that. It was Thomas Jefferson who initally proposed a system of free public elementary schools believing them to be essential to the continuation of a democratic form of government. Jefferson wrote, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." In similar vein, James Madison once said, "Popular government without education is the prologue to a farce or a tragedy."

It is important that we teach about our heroes. We can all be encouraged by the stories of great men and women who have gone before us. Children can gain so much by learning that most of those we admire have faced adversity—even made mistakes—and, yet, they have persevered. I have read extensively about George Washington and Abraham Lincoln, among others. The stories about the honesty, courage, and integrity they demonstrated are an inspiration. These men, along with other founders of our freedom and our democratic society, are excellent role models for our students. Stories of these two presidents might very well be a good place to begin teaching good citizenship. With them, we can answer the question, "Who are we as a nation?"

If our students are taught the importance of a good education and good citizenship, there remains the hope of retaining a strong democracy. There are many ways to integrate the tenets of good citizenship into every academic area. Using this guide will help teachers encourage the principles upon which this great nation was founded. I urge you to use it often and well.

Dr. Suellen Reed
Superintendent of Public Instruction

GOOD CITIZENSHIP

Good citizens understand the importance of:

- *Being honest and truthful*
- *Respecting authority*
- *Respecting the property of others*
- *Always doing one's personal best*
- *Not stealing*
- *Possessing skills necessary to live peacefully in society and not resorting to violence to settle disputes*
- *Taking personal responsibility for obligations to family and community*
- *Taking personal responsibility for earning a livelihood*
- *Treating others the way one would want to be treated*
- *Respecting the national flag, the Constitution of the United States, and the Constitution of the state of Indiana*
- *Respecting one's parents and home*
- *Respecting one's self*
- *Respecting the rights of others to have their own views and religious beliefs*

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Kindergarten Overview

Focus: "R" Is for Respect

This unit deals with learning to respect others and to respect the group and group rules. Kindergarten is often a child's first experience in being a good citizen in the classroom.

Key Ideas:

- Each person lives and works with groups of other people.
- Sometimes the needs of the group are more important than the needs of the individual.
- Sometimes the needs of the individual are more important than the needs of the group.
- Groups make rules to help people live and work together.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- always do their personal best.
- treat others the way they would like to be treated.
- possess the skills to live peacefully in society without resorting to violence to settle disputes.

Lessons:

1. *Rules Are Tools*
2. *Rule-Makers and Shapers*
3. *Different Rules*
4. *Who Can You Count On?*

Culminating Activity:

Establish a "Good Citizen" project within the classroom. Let children help develop the goals for the project. The project will provide all children with opportunities for service within the classroom or school community, as well as opportunities to practice classroom and school rules.

To assess the effectiveness of these activities, the teacher should observe the children to see if they are following the rules of the classroom and making efforts to be good classroom citizens. Successes should be celebrated together as a whole class.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Kindergarten)

Citizenship and Government - Students will:

- identify rules at school.
- give reasons for specific rules.
- make appropriate choices and discuss consequences of inappropriate choices.

Civic Ideals and Practice - Students will:

- practice citizenship skills through participation in group activities.
- follow classroom rules to facilitate participation and sharing.
- work cooperatively in small groups.
- exercise responsibility for personal safety within the school and community environment.

Inquiry Skills - Students will:

- use a variety of resources to gather and organize information.
- separate time, things, events, etc., into classes or categories.
- interpret firsthand experiences by drawing, painting, or making models of things, places, people, and stories.
- participate in small groups to explain an idea, event, or story.

English/Language Arts (Grades K-2) - Students will:

Communicate orally with people of all ages by:

- asking and answering questions.
- sharing ideas.
- listening and responding.

Kindergarten Lesson One

Rules Are Tools

This lesson emphasizes the importance of classroom rules and addresses the question: Why do we have rules?

Key Ideas:

- Each person lives and works with groups of other people.
- Groups make rules to help people live and work together.

Key Connections to Citizenship Education:

Good citizens:
- respect authority.
- always do their personal best.

Objectives:

Students will:
- identify classroom rules.
- explain why the classroom rules were established.
- accept the need for classroom rules and will follow them.
- understand that breaking rules has consequences.

Introductory Activity:

Read *Tyrone, the Double Dirty Rotten Cheater* or another story that shows the importance of following rules. Ask the children to talk about what happened in the story. Focus on Tyrone's actions and the feelings of the other characters. Discuss the consequences Tyrone faced because he broke the contest rules. How does breaking the rules cause others' opinions about us to change? Is Tyrone doing his personal best? Why or why not? How might the story be different if Tyrone had followed the rules?

Core Activities:

1. Discuss with the children what it means to have rules. Help the class and establish a working definition of the term "rule."
2. Help children list rules with which they are familiar. The teacher might use pictures of things like a stop sign, children playing together, a school, etc., to spark ideas of rules that apply in particular places or situations.

3. Create a wall chart with headings, such as School Rules, Playground Rules, and Community Rules, to use as categories for the rules the students have generated.
4. Ask each child to choose one of the rules and explain to the group why that rule is needed.
5. Have each student draw a picture illustrating at least one rule. Compile pictures into a booklet or display for the room.
6. Ask each child to choose a rule and explain the consequences of breaking that rule.
7. Ask students what problems might result when people break rules.
8. Introduce the word "authority." Authorities are persons whose jobs include enforcing rules. Ask students to name authorities they know, such as parents, teachers, student leaders, crossing guards, coaches, elected office holders, police, and firefighters.
9. Ask students to explain why it is important to listen to and respect authorities.

Additional Ideas:

1. Have a discussion about rules that apply to older children, but not to the children in the class.
2. Have a discussion about rules that apply to the children in the class, but not to older children.
3. Use the children's explanations to develop some broad categories of rules that are needed. Create a list of classroom rules and discuss why these rules are important.
4. Use a variety of means to remind students of basic safety rules. Play a tape recording of warning sounds, such as a fire siren or school evacuation signal. Ask students what these sounds mean. Show students signs that indicate that something is poisonous; or show students other warning signs. Ask them what they should do if they see or smell smoke. What rules apply in each case? Why are these rules important?

Evaluation/Assessment:

Have children draw a new ending to the story of Tyrone. Ask children to explain their drawings and present their new story ending. Assess whether children see a need for observing rules in their story. The teacher might take note of instances in which the class successfully follows classroom rules and discuss these examples with the children.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. Send home the list of rules that the children have helped to develop. Some parents may want to review the list and mark each rule that also applied to the parents when they were children.

Resources:

- List of school rules.
- Wilhelm, Hans. *Tyrone, the Double Dirty Rotten Cheater.* New York: Scholastic, Inc., 1992.
  Tyrone is a dinosaur who wins every contest by cheating. Finally he gets so greedy that he causes problems for himself.

Additional Teacher Considerations:

Acitvity 2 - Developing Children's Ideas:

The purpose of this activity is to generate as many ideas as possible and to provide an opportunity for everyone to participate. It is important to accept all ideas at first without making an evaluation. Categorizing, evaluating, and selecting ideas can come later. No one should be allowed to belittle or criticize the ideas of another during the activity. Everyone should be able to feel comfortable and welcome to make a contribution.

To ensure that all children have a turn and that order is maintained, a teacher might pass out shapes on colored paper and ask children to take turns on that basis. The teacher could ask for an idea from the child that has the red circle or the blue square. This technique will reinforce other content being taught (such as colors and shapes) while providing an orderly way for all children to participate in generating ideas.

STAY
OFF THE
GRASS

Kindergarten Lesson Two

Rule-Makers and Shapers

How are rules made? This lesson gives students hands-on experience in making some of the rules that are needed in order to learn together peacefully.

Key Ideas:

- Groups make rules to help people live and work together.
- Property is owned by individuals and by groups of people.
- Rules help people to share things without conflict.

Key Connections to Citizenship Education:

Good citizens:

- respect the property of others.
- treat others as they would like to be treated.
- possess the skills to live peaceably in society without resorting to violence to settle disputes.

Objectives:

Students will:

- develop a rule to govern the use of an item new to the classroom.
- evaluate the effectiveness of the rule.

Introductory Activity:

Present a new classroom resource to the class. For example, the resource might be a new book, game, playground toy, art supplies, or other classroom material. Wrap the item as a present to make the occasion more special. With teacher supervision, explore the new resource, so the children will have ideas about what rules might be needed to govern its use.

Core Activities:

1. Have a class discussion about the use of the new resource. Help students understand that it belongs to the class and must be shared. Consider how many people could use it at once and how long each person or group needs to have access. How can we be sure no fighting occurs? How can we settle disagreements about who gets to use the item? Why are rules needed? What would happen if there were no rules?
2. Ask students to brainstorm possible rules to govern the use of the new resource.
3. Evaluate the suggested rules.
4. Come to consensus on the rules.
5. After a period of time, evaluate the effectiveness of the agreed upon rules. Ask students if each of the rules is working as they intended. Make changes if necessary.
6. Introduce a "Concentration" game using upper case and lower case letters. In small groups, let children develop a set of rules for playing the game.
7. Discuss how having rules makes it more fun to play the game and makes the classroom pleasant and free of conflict.

Additional Ideas:

1. Use pictures from magazines to compare things that are owned by individuals and items that are owned by groups of people or communities, such as public buildings, parks, statues, playgrounds, etc.
2. Divide the children into small groups and give them the task of developing a method to determine the order in which each child gets a turn at an activity.

Evaluation/Assessment:

Have each small group share its rules for its game and tell why the rules are important. To assess the long-term effectiveness of this activity, teachers should carefully observe children's contributions and responses in developing, evaluating, and using rules and their success in sharing classroom resources.

Home Connection:

If possible, make a copy of the game in Activity 6 for each child. Let the children take a copy of the game home. Children can then explain the rules to their parents or older brothers and sisters.

Resources:

- A new learning resource for the classroom. (See Introductory Activity)

Kindergarten Lesson Three

Different Rules

This lesson helps students understand that different rules are appropriate for different settings.

Key Ideas:

- Each person lives and works with groups of other people.
- Groups make rules to help people live and work together successfully.

Key Connections to Citizenship Education:

Good citizens:
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.

Objectives:

Students will:
- compare and contrast rules at school with rules in other settings.
- identify reasons for different rules in different places.

Introductory Activity:

Review the definition of a rule from Lesson One and the reasons why rules are helpful. Make a wall chart using the following headings: School Rules; Rules for Both School and Home; and Home Rules. Place rules on sentence strips or use pictures to show each rule. Have children place the rules in the appropriate section of the chart. Rules could be taken from the list developed in Lesson One; from others you develop; or from the following suggestions:
- pick up your toys.
- raise your hand to talk.
- line up to get a drink.
- hang up your coat.
- don't interrupt someone who is speaking.
- say "please" and "thank you."
- make your bed.
- ask permission to go to the rest room
- share with others.
- pick up your clothes.

Core Activities:

1. In a class discussion, talk about the reasons that not all of the rules fit under the Rules for Both Home and School section of the chart.
2. Create a book of classroom rules. Let the children draw illustrations of themselves following the rules.

Additional Ideas:

1. Discuss the reasons for differences among rules for different places, such as the school, the store, the swimming pool, and the library.
2. Play a game in which the teacher says, "I'm thinking of a rule to keep you safe." Students try to guess the rule.
3. Have students write or tell a story about someone who didn't follow rules.
4. Play charades having students act out a rule.

Evaluation/Assessment:

Each student should be able to give three reasons why rules are needed when people live and work together. Students should be able to draw a picture illustrating a rule for school and explain verbally why the rule is appropriate for the setting.

Home Connection:

- Keep parents informed of the purpose and activities involved in this lesson.
- Have children take home their books about school rules to share with their parents. Include a list of all the school rules.

Good Citizen

This little eagle stands for good citizenship.

Kindergarten Lesson Four

People You Can Count On

This lesson emphasizes that it is important for students to know who the adult helpers and older student helpers are in a school community and how they can count on those people.

Key Ideas:

- There are many adult helpers in the school who want to help children learn.
- Responsible adults want children to be safe.
- Children should show respect to adult leaders in the school.

Key Connections to Citizenship Education:

Good citizens:
- respect authority.
- treat others the way they would want to be treated.

Objectives:

Students will:
- identify adults who work in the school environment.
- identify what these individuals do.
- explain how these persons make school a safe and happy place.
- understand how and why adult leaders reinforce rules and consequences.

Introductory Activity:

Take the class on a tour of the building to meet the adult workers in the building. Let the staff know you are coming and what you will be doing. Bring a camera and take pictures of each worker to mount on a poster later.

Core Activities:

1. Help students to remember who they saw on the tour by asking them to identify all of the office workers, cafeteria workers, and custodians and describe their jobs.
2. Identify special teachers and the media center staff.
3. Have students draw several pictures of people and things they remember from their tour.

4. Discuss when students might see these people again. Review the names of adult helpers and leaders and practice polite greetings, such as "Good morning Mr. __________."
5. Make a poster or bulletin board display of school helpers.
6. Play a game by giving examples of situations that could happen at school. Have students choose the picture of the person that could help. Practice polite ways of asking for assistance from that person.

   Who can help if ...
   - you get lost in the building?
   - you lose your sweater on the way to school?
   - you're the room helper, and you have to take something to the office?
   - you want to eat lunch?
   - you want to take a book back to the place it belongs?
   - a child picked on you on the way home or on the bus?
   - someone spilled something in the hall?
   - you are walking and you want to cross the street?
7. Help students distinguish between school and community helpers, and strangers or people that they don't know. Review the names and pictures of the helpers visited, so that they become familiar faces.

Additional Activities:

1. Have adult helpers in the school come and visit the classroom.
2. If your school has student helpers, traffic guards, monitors, "Just Say No" club members, or student council members, ask them to come to the room and explain what they do.
3. Contact a fifth grade teacher and have a few students come and report on what they think"Being a Good Citizen at Our School" means.

Evaluation/Assessment:

1. Do a cut-and-paste activity in which students match "jobs" and "work tools" to the appropriate workers in pictures.
2. Make a four-page booklet for each student, and have each student draw something on each page about the work of four different school helpers they met.
3. Present an alphabet letter card and its sound to the class, and let students identify a school job or the name of someone that they met on the building tour. For example: P=Principal; S=Secretary; C=Custodian or Cafeteria worker.

Home Connection:

1. Send home a matching game sheet, so parents can help students remember workers and their jobs.
2. Ask parents to discuss with their children why they should obey school workers. Ask them to explain the differences between adult workers in a school, who are strangers at first, and strangers whom they should never obey or follow.

Resources:

- School personnel and other adult helpers; camera and film; poster board; construction paper; and art supplies for students.

Grade 1 Overview

Focus: I am Responsible

This unit will focus on being responsible for one's own actions and for obligations to others, particularly to the members of the classroom and school community.

Key Ideas:

Members of communities:
- share a common environment.
- share common needs, goals, and traditions.
- cooperate with one another.

Key Connections to Citizenship Education:

Good citizens:
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.
- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own views and beliefs.
- have respect for themselves.

Lessons:

1. *Sharing and Caring*
2. *Doing My Part*
3. *Problem-Solvers*
4. *Taking Responsibility for Work*

Culminating Activity:

Learners will draw pictures of themselves as active participants in their school community. The resulting pictures will be combined into a mural or patchwork "quilt" to be displayed near the school entrance.

Assessment of the culminating activity will be based on students' participation in developing the mural. All students should be able to make a contribution.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 1)

Individual and Society - Students will:

- identify themselves as unique individuals who interact with other individuals and with many groups, including the family, school, and community.
- describe how family members and friends provide for each others' needs for love and respect.
- give examples of how people in the school and neighborhood depend on each other.

Economics - Students will:

- explain how people work and use resources to fulfill their economic needs and wants.
- explore how people work to obtain goods and services.
- explore the kinds of work that people do and how that work benefits their family and the community.

Career Education (Elementary) - Students will:

- understand and use career information.
- describe work of family members, school personnel, and community workers.
- identify work activities of interest to the student.
- be aware of how work relates to the needs and functions of society.
- be aware of different occupations.
- describe how work is important to all people.
- describe how contributions of individuals both inside and outside the home are important.

Source:
National Career Development Guidelines, National Occupational Information Coordinating Committee.

Grade 1 Lesson One

Sharing and Caring

This lesson explores the question "What is a Community?" and helps first grade students understand their roles in the school community.

Key Ideas:

Members of communities:
- share a common environment.
- share common needs, goals, and traditions.

Key Connections to Citizenship Education:

Good citizens:
- respect the rights of others to have their own views and beliefs.
- respect themselves.

Objectives:

Students will:
- be able to define and give examples of "community."
- be able to identify the communities to which they belong.
- describe their roles in at least one community to which they belong.

Introductory Activity:

Read *Chicken Sunday* by Patricia Polacco or another story which emphasizes sharing, needs, goals, and traditions. Discuss the story after it is read to the class.

Core Activities:

1. Discuss the ways the characters in the story were part of a community. What things, ideas, or activities did they share or have in common?
2. Using an overhead projector or the blackboard, list key words or ideas under "community." List key words or ideas that are "not part of a community."
3. Develop a definition of "community." In a dictionary you will find both a geographic definition and a definition of community based on "sharing or participation." According to this definition, a sports team, a scout troop, or other group is a "community."

4. In a class discussion, use the definition of community to identify a variety of communities to which the learners belong.
5. Discuss the following questions: Do all people in a community need to have the same ideas? Can people be different or special and still be part of a community?

Additional Ideas:

Students might become pen pals or e-mail pals with students in another school community through letters or on-line computer activities.

Evaluation/Assessment:

Ask each child to draw a picture that shows himself or herself as part of a community. Children then explain their pictures to the class.

Home Connection:

- Keep parents informed of the purpose and activities involved in this lesson.
- Send home the definition of community developed by the class. Some parents may want to discuss the definition with their child.

Resources:

- Polacco, Patricia. *Chicken Sunday.* New York: Philomel Books, 1992.
- Maps illustrating various communities.

Good citizens do their part.

Grade 1 Lesson Two

Doing My Part

This lesson helps students understand how individuals contribute to their families and communities.

Key Ideas:

Members of communities:

- share common needs, goals, and traditions.
- cooperate with one another.

Key Connections to Citizenship Education:

Good citizens:

- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.
- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own views and beliefs.

Objectives:

Students will:

- identify the common needs, goals, and traditions of various communities.
- analyze the characteristics of successful communities.
- identify ways in which individuals contribute to the success of the group.

Introductory Activity:

Read a story that focuses on people working together such as *The Patchwork Quilt* by Valerie Flournoy or *The Wednesday Surprise* by Eve Bunting.

Core Activities:

1. Use the story you read as the basis for identifying common needs, goals, and traditions in that community. Discuss examples of cooperation and ways that individuals contributed to the community's success.
2. Each child will make a list of the members of the school community, such as: principal, teachers, bus drivers, custodians, and students. Create a classroom list of school community members by drawing from student lists.

3. Identify the role of each person on the list of school community members and talk about the importance of their contributions.
4. Create a class book about the school community members by assigning the task of explaining the role of these members to a child or a group of children.
5. Take a tour of the school to visit where the school community members do their jobs or invite them into the classroom to explain their jobs.
6. Have an appreciation week. Write thank you notes or draw pictures for individual members of the school community.

Additional Ideas:

Students might explore additional books that focus on ways people work together and choose a favorite to read to other students, the teacher, or family members.

Evaluation/Assessment:

Ask each child to draw a picture showing how he/she makes a contribution to the home or school community. Use the pictures to assess whether or not the child has a sense of appropriate roles in a community.

Home Connection:

Communicate in advance with parents about the purpose and activities involved in this lesson. Some parents might want to choose a favorite television show that depicts a community. They might watch the show with their child and look for examples of cooperation among the members of the community.

Resources:

- Bunting, Eve. *The Wednesday Surprise*. New York: Clarion Books, 1989.
  A little girl teaches her grandmother to read as a surprise for her father's birthday.
- Flournoy, Valerie. *The Patchwork Quilt*. New York: Dial Books, 1985.
  A young girl, her mother, and her grandmother work together to make a patchwork quilt that tells the family history.

Grade 1 Lesson Three

Problem-Solvers

This lesson helps students focus on cooperation and problem-solving in the immediate environment of the classroom and school.

Key Idea:

Members of communities cooperate with one another.

Key Connections for Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own views and beliefs.
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.

Objectives:

Students will:

- be able to identify a common problem.
- be able to suggest and evaluate possible solutions.
- be able to implement the chosen solution.
- work cooperatively with other community members throughout the problem-solving process.

Introductory Activity:

Read *The Messy Monster*, in which the characters discover that the problems they notice are not caused by a "messy monster" but by themselves, or another story which emphasizes responsibility and peaceful problem-solving. Discuss the fact that many problems can be solved by the people who are involved. Brainstorm a list of problems the children can identify within the classroom or school community.

Core Activities:

From the list of problems generated in the Introductory Activity, help the children choose a problem that they are capable of solving. This could be done by discussing possible solutions to each problem listed and evaluating whether or not first grade students can actually do anything about correcting that particular problem. Discuss the ways that problem-solving helps individuals and communities, such as schools.

Additional Ideas:

Allow students to choose another problem and work through the steps of problem-solving on their own or in small groups.

Problem-Solving Steps

1. Identify the problem.
2. Brainstorm possible solutions.
3. Develop criteria for evaluation of solutions.
4. Evaluate possible solutions.
5. Develop a plan of action for carrying out solution chosen.
6. Carry out the plan.

Evaluation/Assessment:

Have each student draw a picture illustrating the problem-solving process and explain each step. Post the steps in problem-solving on the wall of the classroom. From time-to-time, provide opportunities for students to address new problems. Observe learners to assess their skill at using the problem-solving process and cooperating with others in the group.

Home Connection:

Keep parents informed of the purposes and activities involved in this lesson. Send home a list of the steps the class used in developing a solution for a classroom or school problem. Some parents might want to use the same steps with their children to solve a given problem. For example: leaving clothes all over the floor; not carrying out assigned chores; etc.

Resources:

- Pellowski, Michael J. *The Messy Monster.* Mahwah, NJ: Troll Communications, 1997.

Grade 1 Lesson Four

Taking Responsibility for Work

This lesson helps children to understand that people are responsible for working to produce goods and services that benefit themselves, their families, and their communities.

Adapted from *Play Dough Economics*, Lesson 1: Goods and Services, page 3-5. Indiana Department of Education, 1988, 1995.

Key Ideas:

- People work (produce goods and services) to fulfill their economic needs and wants.
- People do different types of work to produce and obtain goods and services for themselves and their families.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- take personal responsibility for earning a livelihood.

Objectives:

Students will:

- identify different types of work that people do.
- give examples of reasons that people work.
- identify things that are goods and things that are services.
- explain why it is important for people to be responsible for their jobs.

Introductory Activity:

Read the book *Uncle Jed's Barbershop* or another story that relates to the work that people do and the importance of this work to individuals and the community. Discuss with children the different types of work presented in the story. Why was this work important to the people in the story? Discuss the meaning of the expression to "earn a living" or "earn a livelihood."

Core Activities:

1. Have students work in pairs or small groups to brainstorm other types of work with which they are familiar.
2. Have groups share their examples of different types of work and write them down using an overhead projector or the blackboard. Ask students to tell why each job is important to the community and why the job is also important to the person who does it. Responses will probably include, "to get money," "to buy things," "to help people," etc. Help children to understand that people work to obtain the things (goods and services) they want for themselves and their families. Their work also helps the community by providing the goods and services that other people want.
3. Explain that most people want to have a wide variety of things. Ask students to identify some of the things they would like to have. Write student wishes in a "wishing well" that you draw on the board, or use a basket or other container as the wishing well and write student wishes on pieces of colored paper.
4. Pull student wishes out of the wishing well for discussion. The things students say they want probably will focus on tangible items such as toys, games, or pets. Discuss other things that people may want, such as food, clothing, paper, pencils, dishes, cars, etc. Explain that the tangible things people produce to satisfy people's wants are called **goods**. With students, brainstorm a number of additional examples of goods.
5. Show students pictures from magazines in which people are producing goods. Then show them pictures of people performing **services**. Explain that services are also things that people want.
6. To emphasize the difference in the two ideas, help students think of as many services as they can, beginning with the different types of services performed in the school. Why are these services important? Let some students pretend to be performing some service while others try to guess what the service is.
7. Discuss with students why different services are important to individuals and the community. What would happen if the people responsible for producing a good or performing a service failed to do their jobs?
8. To emphasize this idea, pass out small pieces of candy wrapped in paper. Have some students collect paper wrappers and put them in the trash. Explain that the candy is a good. The activity of collecting the trash is a service. What would happen if the people producing the candy failed to do their job or did not do their job well? What would happen if the people responsible for picking up the trash did not do their job or did not do it well? Discuss why it is important to take personal responsibility for earning a living.

Additional Ideas:

1. Invent and play games where students must identify correctly whether something is a good or a service. For example, tell students to clap their hands once if the word you call out is a good or twice if it is a service.
2. Use pictures from magazines to develop a collage or poster of people producing goods and a collage or poster of people producing services.
3. Do a Play Dough activity in which students use modeling clay or Play Dough to show themselves producing goods or services. (See *Play Dough Economics* under Resources below.)
4. Assign jobs for each student in the classroom. Jobs can be rotated and job performance can be evaluated. The consequences of not doing a job or doing a job poorly should be emphasized. For example, students should be fully aware of the consequences of failing to feed a classroom pet or failure to water plants. While many classroom jobs are services, it is also important to have classroom jobs which produce goods, such as name tags, signs, and posters for the classroom, or other materials for classroom use. This activity can be carried on for a few days or on a long-term basis. (See *The Classroom Mini-Economy* under Resources below.)

Evaluation/Assessment:

Ask students to think about what kind of good or service they want to produce when they grow up. Have students draw a picture of themselves producing the good or performing the service and then tell about their picture. Students should be able to explain why their picture represents a good or a service. They should be able to explain why they would like to do this job and why the job is important to their family and community. All students should be able to explain why it is important to take personal responsibility for work. Variations: Instead of drawing a picture, some students might select a picture from a magazine that shows a good or service that they would like to produce. Other students might wish to select a story that relates to a particular kind of job and explain their interest in this work to the class.

Home Connection:

Invite parents and other community members to visit the class to tell about their jobs, why they like their work, and why their work is important. This could be a classroom event or might be expanded to become a school-wide "career day."

Resources:

- Mitchell, Margaree King. *Uncle Jed's Barbershop.* New York: Simon & Shuster, 1993.
- Day, Harlan. *Play Dough Economics: Motivating Activities for Teaching Economics.* Indianapolis: Office of Program Development, Indiana Department of Education, 1988, 1995.
- Day, Harlan. *The Classroom Mini-Economy: Integrating Economics Into the Elementary and Middle School Curriculum.* Indianapolis: Office of Program Development, Indiana Department of Education, 1988,1995.
- For further information about economic education mini-grants, workshops, curriculum materials, or in service programs, please contact the Indiana Department of Education economic education consultants: Chris McGrew, northern Indiana 765-494-8542, and David Ballard, southern Indiana 812-256-8000.

Good Citizen

Whatever you do, try to do your best.

Grade 2 Overview

Focus: We Respect Each Other

This unit helps students understand that people have both similarities and differences. In order to live together peaceably, it is important to respect the views and rights of others.

Key Ideas:

- People share many similarities.
- People differ from one another in many ways.
- A community often is made up of people who are both different from and similar to one another.
- Successful communities use the strengths of their individual members to make the community a better place for everyone to live and work.

Key Connections to Citizenship Education:

Good citizens:

- respect the rights of others to have their own views and beliefs.
- treat others the way they would want to be treated.
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.

Lessons:

1. *Similar and Different*
2. *Point of View*
3. *A World of Difference*
4. *Our Flag Brings Us Together*

Culminating Activity:

Have a classroom party built around the contributions of other cultures to American culture. Divide the class into committees to plan the food, the decorations, and the activities. If possible, invite guests to share the celebration.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 2)

World Cultures - Students will:
Illustrate how neighborhoods and communities are made up of people of different ages and background:

- identify people of different ages and backgrounds in their communities.
- share the culture and traditions of their families.
- explore the culture and traditions of ethnic groups in the community.

Inquiry Skills - Students will:
Use a variety of resources, including electronic and other technologies and print media to gather and organize information:

- summarize information from books, stories, interviews, field trips, and audiovisual sources.
- use symbols to convey information.
- make charts, maps, and other graphic organizers.

English/Language Arts (Grades K-2) - Students will:

Communicate orally with people of all ages by:

- asking and answering questions.
- sharing ideas.
- listening and responding.

Write for different purposes and audiences producing a variety of forms, including:

- picture books.
- personal and informational messages with emphasis on content.

Recognize the interrelatedness of language, literature, and culture by:

- enjoying works from their own and other cultures.
- learning about other cultures through literature and language.

Grade 2 Lesson One

Similar and Different

This lesson helps students understand that people in the classroom, school, and community have both similarities and differences.

Key Ideas:

- People share many similarities.
- People differ from one another in many ways.
- A community is made up of people who are both different from and similar to each other.
- People from different backgrounds have to work to understand each other's point of view.

Key Connections to Citizenship Education:

- Good citizens respect the rights of others to have their own views and beliefs.

Objectives:

Students will be able to:
- define and give examples of similarities and differences.
- identify examples of differences within their community.

Introductory Activity:

Help the class to brainstorm ways that people in the class are similar and ways that people in the class are different. Play a game in which the teacher separates the students into groups based on a characteristic, such as hair color, height, or color of clothes. (Make sure that the basis for grouping is not embarrassing or hurtful to any student.) Students then must identify the basis for the groupings. After the students understand the rules for the game, let them take turns at separating the class into groups. Point out that people in the class can be part of different groups at different times.

Core Activities:

1. Through class discussion, develop a definition for "similar" and "different."
2. Create a list of examples of different ways of doing the same things in two communities. For example, people in one community might attend a fireworks display to celebrate the Fourth of July. In another community, people might watch Fourth of July activities on television.
3. Read *Amish Home*, by Raymond Bial, *Dinner at Aunt Connie's House*, by Faith Ringgold, or another book that shows people and communities that are similar and different. Compare and contrast the people and communities pictured in the book.
4. Discuss ways we can better understand and benefit from differences.

Additional Ideas:

1. Read a set of fables that highlight similarities and differences, such as "The City Mouse and The Country Mouse."
2. Compare and contrast life in rural and urban Indiana settings and identify examples of different ways of living within our state.
3. Develop a list of the contributions that different people have made to the community.

Evaluation/Assessment:

After listening to a story about a family that lives in another culture, children will compare that family and community with their family and community. They will identify at least three similarities and three differences.

Home Connection:

Inform parents well in advance regarding the purpose and activities in this unit and ask for suggestions for involvement. Some parents might want to serve as resource persons and share experiences they have had traveling or living in another culture.

Resources:

- Bial, Raymond. *Amish Home.* Boston: Houghton Mifflin, 1993.
- Ringgold, Faith. *Dinner at Aunt Connie's House.* New York: Hyperion Books for Children, 1993.
- Many of Patricia Polacco's books also provide a story of a different culture.
- Collections of fables for children including stories, such as "The City Mouse and The Country Mouse."

Grade 2 Lesson Two

Point of View

This lesson is intended to help students consider ways that individuals and communities can respect different points of view and manage conflicts peacefully.

Key Ideas:

- A community often is made up of people who are both different from and similar to one another.
- People from different backgrounds have to work to understand each others' point of view.

Key Connections to Citizenship Education:

Good citizens:

- respect the rights of others to have their own views and beliefs.
- treat others the way they would want to be treated.
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.

Objectives:

Students will:

- identify the different points of view expressed by the characters in a story they read or listen to.
- give examples of situations in which diverse points of view have resulted in conflict within a community.
- discuss strategies or behaviors that could minimize conflict and enable cooperation.

Introductory Activity:

Read *The Butter Battle Book* by Dr. Seuss or another book or story that deals with conflicts or different points of view.

Core Activities:

1. Identify the points of view of the two sides in the *Butter Battle Book*.
2. Discuss the conflict that resulted from the different points of view.
3. Have students work in pairs to think of ways that the conflict might have been avoided.
4. List these ideas as the pairs report on their discussions.

Additional Ideas:

1. Discuss examples of real-life conflict resulting from different points of view. (At this point, the teacher could introduce historical examples.)
2. Evaluate whether the strategies suggested in the Core Activities are applicable to everyday events. List and discuss the probable consequences of each strategy. Have children select the best strategies and tell why they are best for individuals and the community.

Evaluation/Assessment:

Read the story *Tusk, Tusk* by David McKee. Have the children write a paragraph outlining some strategies that the gray elephants could use to avoid a conflict over the shape of their ears and tell why these strategies are appropriate or helpful. (If this book is not available, another story relating to a conflict might be used.) Children should be able to identify the major source of the conflict and suggest strategies that will lead to settling the conflict in positive ways.

Home Connection:

Keep parents informed regarding the purpose and activities involved in this lesson. Some parents may want to take this opportunity to discuss ways of settling conflicts.

Resources:

- Dr. Seuss. *The Butter Battle Book.* New York: Random House Books for Young Readers, 1984.
  This book presents the escalating problems that develop when people let small differences divide them.
- McKee, David. *Tusk, Tusk.* Brooklyn, NY: Kane/Miller Books, 1990.
  This story tells of black elephants and white elephants who hate each other. The eventual outcome of the conflict is the disappearance of both and the appearance of gray elephants. At the end of the story, the gray elephants are beginning to notice differences among themselves.

Grade 2 Lesson Three

A World of Difference

This lesson explores the contributions of different cultures to the local community and addresses the question: How do communities benefit from differences?

Key Ideas:

- A community often is made up of people who are both different from and similar to one another.
- Successful communities use the strengths of their individual members to make the community a better place for everyone to live and work.

Key Connection to Citizenship Education:

Good citizens respect the rights of others to have their own views and beliefs.

Objectives:

Students will:
- identify the groups of people within their community who represent different cultural backgrounds.
- identify examples of contributions people of different backgrounds have made to the local community.
- identify examples of contributions that people from other cultures have made to American culture.

Introductory Activity:

Invite someone from another culture to speak to the class about customs and traditions from their culture that are different from those in the culture of the local community.

Core Activities:

1. Make a class list of things in your community that are from another culture.
2. On a world map, color the countries represented on the list and draw lines to connect those countries with your own community.
3. Create a bulletin board display to show examples of contributions from other cultures to the common American culture. Contributions might include foods, words, clothing, etc.

Additional Ideas:

1. Develop an e-mail "key pals" relationship with a classroom in another part of Indiana, in another state, or another nation. Have students list similarities and differences they discover with their on-line friends, such as subjects studied in school, food, transportation, games, and recreation.
2. Use the yellow pages of the telephone book to identify the services that are provided in your community by people from other cultures. Such services might include restaurants, grocery stores, churches, or clubs. Visit a restaurant or grocery store and consider ways that they are both similar to and different from the same types of businesses with which children are familiar. Consider ways that these differences help to enrich community life.

Evaluation/Assessment:

Have each child develop three questions that they would use to interview a person from another culture. Children should practice asking their questions using their best manners.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. Some parents may have traveled or lived in other cultures or may be from different cultural backgrounds. Some parents may want to visit the class to share aspects of their cultural heritage, as well as their pride in being American citizens.

Resources:

- World maps

Grade 2 Lesson Four

Our Flag Brings Us Together

This lesson introduces students to the American flag as a symbol of our country and emphasizes the idea, that while we are all different individuals, we share the same democratic ideals. (Ideas for this lesson were contributed by Jill Meisenheimer, parent volunteer, and students at the Hamilton County OPTIONS program.)

Key Ideas:

- Members of communities share many things in common, including common symbols.
- While we are all different, we all belong to the same country, symbolized by the American flag.

Key Connections to Citizenship Education:

Good citizens understand the importance of respecting the American flag.

Objectives:

Students will:

- give examples of "symbols" (something that stands for or represents something else) that they recognize in their own community.
- explain that the American flag is the symbol of our country.
- give examples of things that people in our country share in common. (We have the same flag; we celebrate the Fourth of July; we vote for national leaders; etc.)
- identify the features of the American flag and explain their meaning.
- cite ways to show respect for the flag.

Introductory Activity:

Bring examples or pictures of different types of symbols and logos commonly found in the local community or in the media. Examples might include traffic signs, restaurant or fast food signs, logos for businesses or products, such as athletic clothing, cars, or seed grain companies. Ask students what they think of when they see each of these objects or pictures.

Explain to students that these items are "symbols." They stand for or represent something else. Ask students to give their own examples of symbols that they recognize in the immediate environment of the school and community.

Core Activities:

1. Hold up pieces of red, white, and blue construction paper and ask students what they think of when they see these three colors together. Some students may volunteer "the Fourth of July" or the "Flag."
2. Focus student attention on red, white, and blue as the colors of the American flag. Emphasize that the flag is something that we all recognize as the symbol of our country.
3. Ask students what is unique about our flag. What special features does it have? Using an actual flag or a picture, ask students to point out the features of the American flag. Have students count the number of stripes and the number of stars. What do the stars and the stripes represent?
4. Ask students to give examples of how we show respect for the flag at school and public events, such as athletic events or parades. Invite a Scout leader or older student to demonstrate how to raise, display, and fold the flag.
5. Have students design their own individual, classroom, or school flags using many different types of paper, fabric scraps, glue-on stars, and other materials. All the flags can be different.
6. Ask students to discuss their designs. How are they similar to and different from the actual flag? How is each design unique? How are they the same? The designs are all different, just like the people who made them. What do all the people in the class share in common? (While all of us are different, we share the same flag and the same country.)
7. Help students make a list of things that people in our country have in common: we all celebrate the Fourth of July; we all have the same laws and rights under the United States Constitution; adults across the country vote to elect our president and members of Congress; and students can sometimes vote in classroom elections.

Additional Ideas:

1. Design a class flag.
2. Develop a flag scrapbook.
3. Develop a handbook on respecting the flag.
4. Take part in a "Red, White, and Blue Day" in which everyone wears something red, white, or blue.
5. Explore red, white, and blue foods. Work with parents to provide samples of different types of foods (such as strawberries, blue berries, bananas). For some students some foods will be a new experience.
6. Design patriotic decorations for a special school, classroom, or community event, such as Election Day, President's Day, Memorial Day, or Veterans' Day.
7. Develop and decorate a calendar of patriotic celebrations and dates when the flag is flown.

8. Share history and stories about the development of the American flag.
9. Identify and display pictures of flags of the various states or other nations.
10. Invite a member of a local veterans' group to speak to the class about the meaning of the flag and the proper way to display it.
11. Develop a map or chart of businesses and public buildings that fly the national flag. .

Evaluation/Assessment:

1. Have each student draw and color the American flag and write or tell about the meaning of each feature.
2. Have students construct and illustrate a booklet of ways to show respect for the flag at school, at public events (such as parades), at school board meetings, etc.

Home Connection:

Have each child make an American flag to take home and display on patriotic holidays and celebrations. Encourage each child to take home his or her booklet of ways to show respect for the flag to discuss with his or her parents.

Resources:

- Rolla, Vera. *The American Flag.* Lanham, MD: The Maryland Historical Press, 1991. This illustrated book provides parents and teachers with information on the Flag Code, the meaning of the flag and its colors, the Pledge of Allegiance and its history, a description of state flags, a chapter on Flag Etiquette, a history of the flag, a glossary and diagram of the parts of the flag. Available from The Maryland Historical Press, 9205 Tuckerman Street, Lanham, MD 20706, phone 301-577-5308, FAX 301-577-8711. Paperback $5.95, hardback $12.95. (*The Presidents and Their Pets* is available from the Maryland Historical Press, paperback $14.25 and hardback 19.50.)
- Ryan, Pam Muñoz. *The Flag We Love.* Watertown, MA: Charlesbridge Press, 1996. This is an illustrated book on the American flag which can be used by children to gain an understanding of the flag and its meaning.
- Invite a veteran to your school to discuss the importance of the flag. In most Indiana counties, there is a County Veterans' Service Officer who can be reached through your County Court House information services. Contacts can be made, also, through the nearest American Legion chapter, National Guard Armory or Reserve Unit, through other local veterans' service organizations, or the Department of Veterans' Affairs at 317-232-3910.
- Veterans of Foreign Wars. The VFW provides a school folder containing flag information and other important documents. Also available is a brief video tape about the national anthem, entitled, *It's an Honor*. For information, contact: Director, Citizenship Education, VFW National Headquarters, 40637 W. 34th St., Kansas City, MO 64111, 816-756-3390.

Grade 3 Overview

Focus: HERO (Honorable Efforts Rendered to Others)

HEROES OF OUR COMMUNITY

This unit emphasizes the idea that heroes in literature and everyday life are good citizens who behave in an honorable way and help others.

Key Ideas:

- Heroes exemplify many of the qualities of a good citizen.
- Heroes often are ordinary people who do extraordinary things.
- Heroes sometimes are not acknowledged.
- Accounts of heroes can be found in both fiction and nonfiction books.

Key Connections to Citizenship Education:

Good citizens:
- take personal responsibility for obligations to family and community.
- always do their personal best.

Lessons:

1. *Heroes: The Literature Connection*
2. *Tall-Tale Heroes*
3. *Ordinary Heroes*
4. *Interviewing a Hero*

Culminating Activities:

Hero Celebration:
Have a picnic with hero sandwiches to honor community heroes.

Hall of Heroes:
Develop a display on school walls using student-made posters that may include hand-drawn pictures or photographs of heroes.

Book Report:

Students make an oral report using a graphic organizer to explain the books they have read. Example: Have students use a comparison grid to contrast the main characters in two books. Students should use the grid to address the following questions:

What qualities of a good citizen does this character have? Students, with the help of the teacher, should identify the qualities of a hero.

Comparison Grid - Example:

Character 1			Character 2		
	yes	no		yes	no
GOOD CITIZENS: • respect authority; • are honest and truthful; • take personal responsibility for family and community; • always do their personal best HEROES: • have courage; • do extraordinary things; • help other people			GOOD CITIZENS: • respect authority; • are honest and truthful; • take personal responsibility for family and community; • always do their personal best HEROES: • have courage; • do extraordinary things; • help other people		

Other Options: Have students use an art medium to illustrate books they have read.

Cirriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 3)

Civic Ideals and Practice - Students will:
Exercise responsibility by working together in groups to plan and carry out projects and activities.

English/Language Arts (Grades 3-5) - Students will:

Exhibit a positive attitude toward language and learning through:

- selecting reading materials from classroom libraries and school library media centers.
- discussing and recommending printed materials to others.
- listening with enjoyment to storytelling.

Select and apply effective strategies for reading, including making comparisons and predictions and drawing conclusions.

Comprehend developmentally appropriate materials, including stories.

Select and use developmentally appropriate strategies for writing, including using literature as one stimulus for writing.

Write for different purposes and audiences producing a variety of forms, including logs of ideas and information, responses to literature, and lists and charts.

Communicate orally with people of all ages by contributing to class discussions and collaborating in groups.

Good
Citizen

Grade 3 Lesson One

Heroes: The Literature Connection

In this lesson, students will learn to recognize the qualities of heroes found in literature selections and then develop their own "Recipe for a Hero."

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Accounts of heroes can be found in both fiction and nonfiction books.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will :

- explore hero models through literature.
- be able to identify characteristics of a hero.
- connect the qualities of heroes with those of good citizens.

Introductory Activity:

Have students brainstorm a list of qualities they think a hero should possess. Display the list on an overhead projector, chalkboard, or chart paper. Then read a short story or poem that demonstrates the qualities of a hero to the class.

Core Activities:

Discuss and list the attributes of the hero in the story.
Use the following questions to stimulate student discussion:

- Why was the character a hero?
- What made the character react in this manner?
- How did the character's actions change the situation?
- Is this character a good citizen? Why or why not?
- What is a definition of a hero?

Help students to create a recipe for a hero. (See example below.)

Recipe for a **Hero**
3 teaspoons of kindness
2 cups of bravery
A sprinkle of perseverance
Combine kindness with bravery and perseverance. Mix well.

Encourage students to add their own ingredients and directions.

Additional Ideas:

1. Write a character sketch or draw a picture about the hero in the story read to the class.
2. Cooperatively rewrite the story with a different ending.
3. Write a story or draw a picture showing what would happen if the hero character didn't exist.
4. Form groups of three and have students create a character sketch of their hero by creating a graphic organizer or visual representation. Have groups support their work by finding evidence from the literary work that demonstrates that the character meets the class definition of "hero."

Evaluation/Assessment:

The students will share their recipes with a partner and discuss whether any of these recipes would match characters from selected books that students are reading. Assessment can also be carried out by evaluating finished student products or projects, through observation and recording of student participation, and through student self-evaluation. Students should be evaluated on the basis of their ability to give examples of how their "ingredients" are important qualities for a hero.

Home Connection:

Send a letter to students' families explaining the HERO unit. Discuss its connection to literature and citizenship. Relate activities that you will be doing throughout the unit. Send home student work, such as the "Recipe for a Hero." Some students might check out books about favorite heroes to read at home and discuss with parents.

Resources:

Books on heroes to be read to the class by the teacher.
Lists of appropriate biographies and other books for the students to select from the library.
Recipe cards for students.
Information packet for parents.

Grade 3 Lesson Two

Tall-Tale Heroes

In this lesson, students examine the qualities of heroes in tall tales.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Heroes can be found in fictional stories and books.

Key Connections to Citizenship Education:

Good citizens:
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:
- review the characteristics of a hero that they developed in the previous lesson.
- continue to explore the literature connection through fictional stories and books.
- compare the qualities of heroes with the qualities of a good citizen.

Introductory Activity:

Review the characteristics of a hero developed in Lesson One. Read a tall-tale or fable that demonstrates heroic qualities to the class. "Pecos Bill" or "Paul Bunyan and Babe the Blue Ox" would be possible choices. In some communities, there are storytellers who might visit the class and tell tall tales or hero stories. Students can compare heroes who actually lived but have been assigned legendary qualities, such as Davy Crockett and Daniel Boone, with tall-tale heroes.

Core Activities:

1. Discuss the qualities of heroes found in a tall tale.
2. Discuss with children the aspects of the story that make it a "tall tale." What parts of the tall tale do they think were not real? List all responses. Are there tall tales being told today?
3. Ask students to consider whether the hero of the tale was a good citizen or not. If so, what qualities made him or her a good citizen. In what ways did these heroes do their personal best and take personal responsibility for family and community?

4. Make a "tall-tale hero" collage using newspaper and /or magazine pictures. An alternative activity might be to use an actual photograph and add features that will create a tall-tale hero.

Additional Ideas:

1. Children might compare and contrast a tall-tale hero in Lesson Two with a non-fiction hero in Lesson One.
2. Children might address questions about heroes, such as: How does a hero behave? Could you become a hero?
3. Children might create a crest or shield for their hero. On the crest or shield, students will include citizenship characteristics their hero possesses. Words and pictures may be used to complete the shield.
4. Compare folk songs with tall tales and other folk tales in their depictions of heroes. Comparisons could be done with a comparison grid or matrix.

Evaluation/Assessment:

1. Finished products from activities.
2. Evaluation of participation/contributions.
3. Children may pair with each other and talk about the characteristics of fictional and tall-tale heroes. Children can tell each other the citizenship characteristics from the stories that they would like to possess.
4. Following discussion in pairs, have each student write about the relationship between heroism and good citizenship by completing phrases such as "Today I learned ..."; "I now realize that ..."; or "I wonder if ...".

Home Connection:

Keep parents informed of the purpose of this lesson and the activities involved. Some parents might want to try the following activities at home:

- Children might collect tall tales from their parents or grandparents to share with the class.
- Some parents might wish to take their child to the public library to find additional hero tales to read.
- Families might collect pictures or stories from newspapers or magazines about heroes to make a hero scrapbook.

Resources:

- Literature selections
- Collage materials
- School/County/State Libraries
- Storyteller
- Community members
- Newspapers and Magazines

Grade 3 Lesson Three

Ordinary Heroes

This lesson involves students in recognizing the qualities of "ordinary heroes," people in their own communities and families.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Often, heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Education:

Good citizens:
- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:
- review characteristics of a hero.
- continue to explore the literature connection through fictional stories and books.
- compare the qualities of heroes with the qualities of good citizens.
- learn to recognize contributions good citizens/heroes make to their community.

Introductory Activity:

Ask children to name a hero in their family, neighborhood, community, or school. Ask them to draw or bring pictures of their heroes to share with the class and explain why the persons are heroes to them. Begin a two or three-page "scrap book" of construction paper stapled or laced together with yarn. Have children put their pictures in the scrap book to take home.

Core Activities:

Divide children into small groups to discuss what they think are the qualities of a hero. Ask groups to share their comments with the whole class. Brainstorm a list of people children think are heroes in their own communities. Ask students to consider where they could find out about community heroes. Have students write on the following topics:

- Could you be a hero?
- What qualities do you have that would help you to be a hero?
- Are heroes always famous? Why or why not?

Additional Ideas:

1. Create with the class a word poem using adjectives or phrases that describe a hero. For Example:

   Kind,
   Compassionate,
   Loyal,
   All that I want to be.
   Smart,
   Brave,
   Honest,
   All these things I see
   In my hero,
   My dad.
2. Working with a partner, students will create a word poem for their own hero or heroes.

Evaluation/Assessment:

1. Finished products: scrapbooks, student writing.
2. Student participation in class discussion and activities.
3. Have students finish these phrases: "Heroism is ..."; "Being a good citizen is like being an ordinary "hero" because ..."; and "I know I'm being a good citizen when ..."

Criteria for successful participation should be discussed with students before each activity. For example, in discussions with the class you might establish that the scrapbook should have at least one picture or photo, that everyone should make at least one contribution to the brainstorming activity, that the writing assignment should respond to all three questions, and that they should complete all the phrases.

Home Connection:

Keep parents informed of the purpose of this lesson and the activities involved. Some parents might want to encourage students to do the following activities at home:

- Continue the scrapbook project begun in class.
- Make a family heroes scrapbook for your family.
- Make a community heroes scrapbook for your community.
- Interview a family hero.
- Make a trading card of a hero. On the front, draw a picture or paste on a photograph of the person. On the back, list qualities that make that person a hero and a good citizen.

Resources:

- Construction paper, yarn, and glue for scrapbooks
- Markers/crayons
- Note cards to make trading cards
- Local newspaper

NEWSPAPER
LOCAL HERO

Grade 3 Lesson Four

Interviewing a Hero

In this lesson, students identify persons in the school or community who are "heroes" and role models. Some "near by" heroes might be invited to visit the class.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Education:

Good citizens:
- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:
- identify heroes in the community.
- interview "near by" heroes.
- compare the qualities of heroes with the qualities of good citizens.

Introductory Activity:

Working with children, create a list of people who the children consider to be heroes in their family, school, neighborhood, or community. For each individual named, create a list of reasons why this person is considered a hero. Can each of these persons also be considered a good citizen? Review each person named and place a check-mark by those who also are considered to be good citizens.

Core Activities:

Drawing from the children's created list of "near by" heroes, contact a small number of them and invite them to speak to the class. Before visitors come to class, have students work in groups of three to develop one to three questions they want to ask. Discuss and rehearse the questions students select from the small group work.

Sample Interview Questions:

Who was your hero and why?
Who made a difference in your life?
Did being a hero bring changes in your life?
What qualities do you think a hero has?
What advice could you give us for being good citizens?
Would you change anything in your life? Why/Or why not?

Additional Ideas:

1. Make posters of a neighborhood hero. Display completed posters in the school.
2. Create a line graph, bar graph, or tally chart of common qualities found in heroes.

Evaluation/Assessment:

1. Finished products.
2. Student participation in class activities.
3. Self-evaluation: Students might write down the steps they need to take to become better citizens in their family, school, or community.

Home Connection:

Keep parents informed of the purposes of this lesson and the activities involved. Some parents may want to encourage children to continue projects. At home, children might:

- continue their hero scrapbook.
- make a poster of their hero for the "Hero Hall of Fame" display or for their room.
- develop their own home project and share their work with the class at school.

Resources:

Poster board.
Local newspaper.
Markers/crayons to make poster.
Scrapbook or paper to make a scrapbook.
Community resource persons.

Grade 4 Overview

Focus: HERO (Honorable Efforts Rendered to Others)

HEROES OF OUR STATE

This unit will focus on Indiana heroes: people who perform special services for others and who reflect the qualities of good citizens.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important to our state.
- Heroes deal with conflict in responsible ways.
- Often, heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Instruction:

Good citizens:
- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Lessons:

1. *Write and Find a Hero*
2. *Publicize a Hero*
3. *Heroes in Myth and Fact*
4. *You Can Be a Hero!*

Culminating Activities:

Students will read a myth or tall-tale about a hero or a story about an Indiana hero and prepare a written report, an oral presentation, or a visual representation, such as a poster or chart. Musical selections can be used as background or as an integral part of the presentation. Evaluate student reports on the basis of criteria that have been discussed in advance with students. Teachers also should observe students to see if they practice good citizenship skills as they work and play together.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 4)

Civics and Government - Students will:
Describe the components and characteristics of Indiana's present form of government:
- identify the branches and functions of state government.

Historical Perspectives - Students will:
Trace historical movements in the development of Indiana as a state:
- identify people, places, and key events in Indiana history.
- describe leaders who shaped Indiana.

Inquiry Skills - Students will:
Draw conclusions about past and present life in Indiana based on relevant data derived from a variety of sources:
- interpret information about life in Indiana presented in graphs and charts.
- construct simple maps, charts, and graphs.

English/Language Arts (Grades 3-5) - Students will:

Comprehend developmentally appropriate materials, including:
- reference materials.
- charts and graphs.

Select and use developmentally appropriate strategies for writing, including:
- using the writing process-prewriting, drafting, peer sharing, revising, and editing.
- writing drafts with emphasis on content.

Write for different purposes and audiences producing a variety of forms, including:
- messages and letters.

Visual Arts (Grade 4) - Students will:

Production:
Artists understand and apply knowledge of the elements of art:
- identify and continue skill development in application of the elements of art (line, shape, color, texture, space, form, and value).

Grade 4 Lesson One

Write and Find a Hero

This lesson involves students in identifying the qualities of a hero and researching local heroes in communities throughout Indiana.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important for our state.
- Heroes often are ordinary people who do extraordinary things.
- Heroes sometimes are not acknowledged.

Key Connections to Citizenship Education:

Good citizens:
- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:
- identify characteristics of a hero.
- connect the qualities of heroes with that of good citizenship.
- find Indiana heroes by writing letters to other communities or through e-mail projects with other fourth grade classes.
- recognize the contributions good citizens/heroes make in our state.

Introductory Activity:

Display a chart divided into three categories: "What I Know;" "What I Need to Know;" and "What I Learned." Review with students some of the qualities of a good citizen, such as being respectful, honest, responsible, and always doing one's best. Then ask students to brainstorm key words or qualities they think of when they think of a hero. When students have brainstormed a number of words, list these under the first category. Ask students what else they might need to know to define a hero. List this information under the second category. (Focus students' attention on the key ideas for this lesson.) Maintain the chart so that ideas can be added as the lessons proceed.

Core Activities:

1. Review letter writing form, punctuation skills, and use of capitalization.
2. Using a state map, select communities to write or e-mail for information about their local heroes. Letters might be sent to the Chamber of Commerce or Visitor's Center of the community or to another fourth grade class in a school in that community.
3. After students have selected the community to which they wish to write for information about their local heroes, they will include their class definition of a hero and questions they have generated from their "What I Want to Know" list. The following questions might be included:
   - Who are your living heroes? Why are they heroes? Are they also good citizens? Why?
   - Who are your heroes of the past? Why were they heroes?
   - What landmarks, buildings, schools, parks, or streets are named after your community heroes? What did these people accomplish that made them worthy of this recognition?
4. Add the information gathered to the "What I Learned" section of the chart.
5. When letters are received, place a pin on an Indiana map to mark the location of the sending community.
6. Tally results of answers to questions. What are the name(s) that appear most often? Why are these people considered heroes? Add this information to the "What I Learned" section of the chart.

Additional Ideas:

1. Using the map above, locate the counties from which the letters were received. Calculate the distance from where you live. (Using the Internet to map sites could enhance this activity.)
2. Classify information received into categories in which heroes may fall: historical heroes; contemporary heroes; heroes who save lives; heroes who stand for principles or important issues; heroes who perform extraordinary service to their families, communities, or state.

Evaluation/Assessment:

Working in small groups, students will use the information gathered to develop a map, a wall chart, or other graphic displays of Indiana heroes listing the qualities that make them both heroes and good citizens.

Home Connection:

Send a letter to parents explaining the HERO unit. Discuss its connection to literature and citizenship. Describe activities that you will be doing throughout the unit. Send home a list of the good citizenship qualities developed in your classroom.

Some parents might want to encourage students to read a book about a fictional or nonfictional Indiana hero. They may want to discuss with their child the meaning of a hero and why the character in the book was a hero.

Students might also interview parents to learn which cities, towns, or parks are named for Indiana heroes. They can share results in class in Lesson Two.

Resources:

- Indiana Historical Bureau
- Indiana Historical Society
- Visitors centers
- Local Chambers of Commerce
- Map of Indiana
- Stationery items
- Postage stamps

Grade 4 Lesson Two

Highlight a Hero

In this lesson, students choose an Indiana hero and develop a report in the form of a pamphlet that they research, write, and illustrate.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important for our state.
- Heroes deal with conflict in constructive ways.
- Heroes often are ordinary people who do extraordinary things.
- Heroes sometimes are not acknowledged.

Key Connections to Citizenship Education:

Good citizens:
- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:
- review characteristics of a hero.
- design a pamphlet highlighting an Indiana hero.
- compare the qualities of heroes with those of a good citizen.

Introductory Activity:

Review characteristics of a hero and a good citizen from the chart of Indiana heroes developed in Lesson One. Examine and compare several travel pamphlets advertising places in Indiana. Discuss which pamphlets make the strongest visual impact and why. Help students consider several factors, such as use of color, white space, print style, and overall design.

Core Activities:

1. Ask students to choose a state hero and design a pamphlet highlighting their hero. The art teacher, a community member, or parent, who works in advertising or graphic design, might be invited to visit the class to discuss the elements of design.

2. The pamphlet should describe the event(s) that made their hero a hero. Include biographical and geographical information about their heroes.
3. Share completed pamphlets with the class.
4. Several pamphlets could be selected by the class and sent to the local Chamber of Commerce for possible publication or display.
5. Have students add any additional information they have learned to the "What I Know," "What I Want to Know," and "What I Have Learned" chart from Lesson One.

Additional Ideas:

1. Have students compare the characteristics of their hero with those of a good citizen.
2. Ask students to respond to the following questions: Do you think your hero's life was changed by being a hero? If you became a hero, would it change your life?
3. Help students compile lists of commonalities among the different heroes.

Evaluation/Assessment:

Evaluate students on the basis of their pamphlets of heroes. The criteria for a high quality pamphlet should be discussed with students in advance. The pamphlet should describe at least one important event and tell when and where the person was born. Guidelines for spelling, punctuation, and grammar should be followed. Students should include key ideas and connections to good citizenship in their work.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. They may wish to encourage their child to continue learning at home through one of the following activities:

- Parents might take the child to the public library to find additional accounts of heroes for their child to read.
- The child might collect pictures or stories from newspapers or magazines about heroes to make a hero scrapbook.

Resources:

- Art teacher or community resource person
- Art supplies and paper to create pamphlets
- Travel pamphlets from Indiana
- School/county/state libraries
- Newspapers
- Magazines
- Scrapbook or paper for student-made scrapbooks

Grade 4 Lesson Three

Heroes In Myth And Fact

In this lesson, students will compare and contrast mythical and factual accounts of heroes.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important to our state.
- Heroes deal with conflict in constructive ways.
- Heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- read mythical and factual accounts of heroes.
- learn the difference between a myth and a factual account.

Introductory Activity:

Read several short mythical and factual accounts of heroes.
For example:

- Daniel Boone, Paul Bunyan, James Beckwourth, Clara Barton, Bill Pickett, Cesar Chávez, Mike Fink, Tecumseh, Harriet Tubman, George Washington.
- The class also might listen to poems and songs about heroes, such as "John Henry," "Casey at the Bat," or "Davy Crockett."

Cite examples of the way these heroes do their personal best, deal with conflict in positive ways, and demonstrate personal responsibility for their families, communities, and country.

Core Activities:

1. Discuss the people and events in the various accounts. Ask the students to determine which of the people depicted are actually real persons and which ones are fictional. How can they tell? Are fictional stories ever told about real people? Why are such stories invented? How can we find out if an event really happened? Discuss commonalities and differences between human heroes and fictional heroes. List commonalities and differences on a chart.
2. Sometimes when people do remarkable things, myths begin to develop about them. Develop a fact/myth list about a specific person, such as Davy Crockett, James Beckwourth, or Nat Love. How can you distinguish between a fact and a myth?
3. Students will role play some of the characters in myths or tall-tales that they have read, emphasizing heroic qualities.
4. Students will write a paragraph about one important thing they have learned from role playing a mythical or tall-tale hero.

Additional Ideas:

1. Learners will read about and research additional personalities and events in Indiana history.
2. Students will compare and contrast commonalities and differences from the stories and accounts under Strategies and Activities.
3. Students will write in their journal about the effect playing the role of a hero had on them.
4. Students will think of a hero they have learned about from the media. They will write about the influence the media had in the making of the hero and give positive and negative influences.

Evaluation/Assessment:

Present criteria for evaluating the student paragraph before students begin to write. Work with students to make sure they understand each criteria. Evaluate the finished paragraph on form, mechanics, and demonstrated learning of concepts and connections to citizenship.

1. Evaluation of students' paragraphs about what they have learned.
2. Observation of student participation in class.
3. Self-evaluation: Students might write about changes they have made toward becoming better citizens during this unit of study.

Home Connection:

Keep parents informed about the purpose and activities involved in this lesson. Parents may want to encourage students to continue learning at home by doing some of the following activities. Students might:

- continue reading books about Indiana heroes.
- discuss the qualities of heroes that they learn about through the media with their parents.
- draw pictures, develop their own song, write a poem, or make up a jump-rope chant about a hero.
- create a comic strip or book about their mythical or tall-tale heroes.

Resources:

- Trade books featuring real and mythical heroes. One such book is *The Children's Book of Heroes*, written by William J. Bennett, and published by Simon and Schuster, New York, 1997. For a personal perspective, include selections from biographies, such as *The Life and Adventures of Nat Love*, written by Love, and published by Black Classic Press, 1988.
- Schlissel, Lillian. *Black Frontiers: A History of African American Heroes in the Old West*. New York: Simon & Schuster Books for Young Readers, 1995.
- Tapes or CDs of traditional songs and a tape or CD player
- School/county/state libraries
- Newspapers
- Magazines
- Scrapbook or material for making scrapbook

James P. Beckwourth
1798/1800-1866

James Beckwourth was an explorer, a soldier, a fur trapper, a gold-seeking forty-niner, and a leader of the Crow people. This mountain man lived a life of adventure that ranks along side that of Daniel Boone or Davy Crockett, but his story was often ignored by early historians.

Cowboys, Settlers, & Soldiers: African Americans in the West, exhibit by the Eiteljorg Museum of American Indians and Western Art, February 6-May 16, 1999.

Photo courtesy of The Denver Public Library, Western History Collection.

Grade 4 Lesson Four

You Can Be A Hero!

In this lesson, students have the opportunity to play the role of "heroes" by helping younger students learn the qualities of good citizenship. All 13 points of Indiana's citizenship education legislation are reviewed and presented by fourth graders to younger students.

Key Ideas:

- Heroes reflect the qualities of good citizenship.
- Younger students look up to older students.
- Fourth-grade students can be heroes to younger students by helping them to learn what it means to be a good citizen.
- The Indiana General Assembly is elected by Indiana citizens to make laws for the state.
- The Indiana General Assembly wants everyone to understand the importance of being good citizens.

Key Connections to Citizenship Education:

Good citizens:

- are honest and truthful.
- respect authority.
- respect the property of others.
- always do their personal best.
- do not steal.
- possess the skills necessary to live peacefully in society.
- take personal responsibility for obligations to family and community.
- treat others the way they would want to be treated.
- respect the national flag, the Constitution of the United States, and the Constitution of the State of Indiana.
- respect their parents and home.
- respect themselves.
- respect the rights of others to have their own views and religious beliefs.

Objectives:

Learners will:

- identify the Indiana General Assembly as the law-making body for the state.
- review the 13 ideas that are highlighted in Indiana's citizenship education legislation.
- work in small groups to prepare a presentation on three or four of these ideas for younger students.

Introductory Activity:

Ask students to consider if laws have influenced anything they have done today. Students may not think so at first. Ask them what time they got up in the morning (time zones), and how they got to school (traffic laws). They will probably be able to think of many other ways they have been influenced by laws today. Have students identify Indiana on a map of the United States. Ask them who makes the laws for Indiana. If students have already studied the branches of Indiana government, they should remember that the Indiana General Assembly is the law-making body for the state. If not, this concept could be introduced using a chart showing the three branches of Indiana government and their functions.

Core Activities:

1. Explain to students that in 1995, the Indiana General Assembly passed a law that is very important to them and to everyone, the legislation requiring schools to provide good citizenship instruction.
2. Using an overhead projector or handouts, provide students with the 13 ideas emphasized in the legislation. Review and discuss each idea to develop definitions, clear understanding, and examples.
3. Explain that since fourth graders study Indiana history and government, they would be excellent persons to share this information with younger students. Discuss reasons why younger students might look up to older students and learn from them.
4. Since it would be hard for younger students to learn about all 13 ideas at one time, suggest the strategy of breaking into four groups for four grade levels: kindergarten, first grade, second grade, and third grade.
5. Ask each group to pick the three or four ideas that would be the best to teach younger students at their grade level. Come back together as a class to chart the selections. Note which ideas are not addressed and make adjustments if necessary.
6. Give time for each group to plan a presentation on its three ideas. Suggest using stories, games, pictures, or songs to illustrate each idea.
7. After practicing the presentation, each group presents it to the class.
8. Make arrangements with other teachers for the fourth grade groups to make their presentations to classes of younger students.

Additional Ideas:

1. Have students use e-mail to correspond with other fourth grade students in Indiana or another state regarding citizenship activities or citizenship legislation in their state.
2. Help students use what they have learned to plan an Indiana Good Citizens Week at your school. Help students think of ways to publicize the 13 points of Indiana's citizenship education legislation with newsletters, posters, banners, music, and special events.

Evaluation/Assessment:

1. Evaluate students on the basis of their participation in the group presentations of the 13 points of Indiana's citizenship legislation. Work with students to establish the criteria for effective participation before they begin the project. Criteria might include: a) Each student will be responsible for presenting one of the citizenship concepts chosen in his or her group. A variety of methods for preparing the presentation might be used, such as preparing a chart or drawing, reading a story to younger students, or delivering part of the oral presentation; and b) Each student will demonstrate good citizenship skills in working with other students. For example, they will take turns, use polite speech, and show respect for each other, younger students, teachers, and other adults.
2. Each student will maintain a citizenship scrapbook highlighting his or her experiences in preparing for and delivering their group presentations. The scrapbook should include a chart showing the three branches of Indiana government and their functions. The scrapbook also might include snapshots of the group presentation, student drawings, thoughts about what they have learned, or reactions to the experience of being a role model for younger students.

Home Connections:

1. Keep parents informed about the "You Can Be A Hero" project. Some parents may be able to visit the classroom to watch and make constructive suggestions as students rehearse their presentations. Have students take home their scrapbooks to share with their families at the end of the project.
2. Invite a member of the Indiana General Assembly or a member of local government to visit the class to discuss citizenship and how laws are made.

Resources:

- Copies of IC 20-10.1-4-4.5 in the Resources section of the guide or see the poster listing the main ideas of the legislation in the Foreward.
- Art supplies for student presentations and scrapbooks.
- Camera and film for snapshots of student group presentations for scrapbooks.

Grade 5 Overview

Focus: HERO (Honorable Efforts Rendered to Others)

HEROES OF OUR NATION

The HERO unit emphasizes the idea that heroes are people who behave in an honorable way and help others.

Key Ideas:

- Heroes exemplify the qualities of good citizens.
- Heroes reflect the positive qualities of the United States.
- Often, heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.
- Heroes deal responsibly with conflict.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest.
- always do their personal best.
- take personal responsibility for obligations to family and community.

Lessons:

1. *Heroes of Colonial America*
2. *Heroes of the Early United States.*
3. *Contemporary Heroes of the United States.*

Culminating Extension Activity with Assessment:

1. Students might choose to create one of the following activities about a national hero:
   a) a short story, b) a radio script, c) a play, d) a poem, e) a song,
   f) a comic strip or cartoon, g) a video or multimedia presentation.
2. Students might produce a reenactment of an event about a national hero.
3. Students might role-play and conduct an interview with a national hero.

Work with students to identify areas of emphasis to be included in the final product. Outline criteria for mechanics, form, creative production, and use of the key ideas in this unit. Assessment will be based upon the completion of one or more of the above activities. Criteria for successful completion of each activity should be discussed with students in advance.

Curriculum Connections:

Activities in the unit will help students to attain academic standards in:

Social Studies (Grade 5)

Historical Perspectives - Students will:
Describe the historical movements which influenced the development of the United States.

- trace the events that led to the establishment of the United States.
- name major historical figures and describe their involvement in the development of the United States.

Inquiry Skills - Students will:
Draw conclusions and make decisions based on relevant data derived from a variety of resources including electronic and print media.

- interpret information about life in the United States presented in graphs, charts, maps, time lines, pictures, and cartoons.
- organize information in simple charts, graphs, and time lines.

English/Language Arts (Grades 3-5) - Students will:

Comprehend developmentally appropriate materials including:

- stories.
- textbooks and informational materials.
- reference materials.

Select and use developmentally appropriate strategies for writing including:

- using literature as one stimulus for writing.
- using the writing process—prewriting, drafting, peer sharing, revising, and editing.

Write for different purposes and audiences producing a variety of forms including:

- messages and letters.
- responses to literature.
- lists and charts.

Communicate orally with people of all ages by:

- contributing to class discussions.
- collaborating in groups.

Grade 5 Lesson One

Colonial Heroes: Paul Revere Rides Again

This lesson reviews characteristics of a hero and engages students in researching heroes of the colonial period in United States history.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Heroes reflect the positive qualities of the United States.
- Heroes deal responsibly with conflict.
- Heroes exemplify "honorable efforts rendered to others."

Key Connections to Citizenship Education:

Good citizens:
- respect authority.
- are honest.
- always do their personal best.
- take personal responsibility for obligations to family and community.

Objectives:

Students will:
- continue to explore the literature connection through biographies and/or historical fiction.
- review the characteristics of a hero and compare these qualities with those of a good citizen.
- select one hero and demonstrate why this person should be included in the "Hero Hall of Fame."

Introductory Activity:

1. Read the poem "Paul Revere's Ride" and have students react. Then have students research the historical events that relate to the poem.
2. Students might also research others, like Sybil Luddington and William Dawes, who rode out to warn colonists of the British advance.

3. Have students speculate about why we know more about Paul Revere than we do about other people who carried out similar roles in the Revolutionary War. Heroes sometimes become famous when poems or songs are written about them.

Core Activities:

1. Have students research the contributions of colonial heroes and create a "hero bank." (A hero bank would contain the names of heroes found in the colonial period.)
2. Each student then nominates one of the heroes from the hero bank to "The Hero Hall of Fame." The nomination should explain why this hero should be in the "Hall of Fame." Student nominations should demonstrate how the hero respected authority, him or herself and others, how the hero was honest, took personal responsibility for family and community, and managed conflict responsibility.
3. Each student will choose a medium for convincing other members of the class to vote his or her hero into the "Hall of Fame." Students might choose to make a nomination speech, draw a cartoon, write a letter to the editor, write a song or poem, role play the hero, perform a skit, or conduct/perform some other activity designed to convince their audiences.

Additional Ideas:

Students might:
1. Read a biography or short story about a person who lived during the colonial period or the Revolutionary War.
2. Role play a colonial hero. Other students can "interview" the hero to find out why he or she was a hero.
3. Produce a video promotion for their candidates that will influence others to elect their candidate to "The Hero Hall of Fame."
4. Design and produce a hero book.
5. Create a sketch book of colonial clothing.
6. Create an artifact of the colonial period.
7. Collect and exhibit a time capsule that would contain articles used during the colonial period.

Evaluation/Assessment:

Finished Products: Oral, graphic, dramatic, written, or other type of nomination statement for the "Hero Hall of Fame." All types of nomination strategies should emphasize the citizenship qualities of the selected hero. Evaluation criteria will depend upon the means of communication chosen. Criteria for an oral presentation might include introduction, body language, eye contact, voice, and ability to cite evidence. Criteria for a dramatization might include the presence of an introduction, a middle, and an end; movement; voice; use of props (optional); and inclusion of evidence.

Student Participation: Contributions to the "hero bank."

Home Connection:

Keep parents informed regarding the purpose and activities involved in this lesson. Some parents may wish to encourage students to do the following activities:

- visit a local library to find books about American heroes.
- read a story, poem, or book about a parent's or grandparent's favorite hero and discuss the reasons this person is a favorite with family members.

Resources:

- School/county/state library
- Historical Society/museum
- Visitors centers
- Chamber of Commerce
- Community members
- Historical sites
- State Departments of Tourism
- Trade books
- Historical databases on the Internet

"Listen, my children, and you shall hear
Of the midnight ride of Paul Revere, . . ."

by Henry Wadsworth Longfellow

Grade 5 Lesson Two

Heroes of the Early United States

In this lesson, students collect information on regional heroes of the United States, write reports, and develop maps showing the regions they have researched.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Heroes reflect the positive qualities of the United States.
- Heroes deal responsibly with conflict.
- Heroes exemplify "honorable efforts rendered to others."

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest.
- always do their personal best.
- take personal responsibility for obligations to family and community.

Objectives:

Students will:

- continue to explore the literature connection through biographies and historical fiction.
- review the characteristics of a hero.
- compare and contrast the qualities of heroes with the qualities of good citizenship.

Introductory Activity:

Review the qualities of a good citizen and the qualities of a hero; then:

- view a video about an American hero and reflect on the culture and values of the period.
- listen to, study, and sing music about a hero from an earlier period of United States history.
- read a poem or a book about an early hero.

Core Activities:

1. Have students research a list of additional heroes by writing letters to historical societies in other states requesting a list of their regional heroes and any information they may have pertaining to their heroes.
2. Working in teams, students will research the contributions of American heroes through biographies or encyclopedias in school, county, or state libraries. Under teacher guidance, students also could conduct on-line searches of historical databases. Using the information gathered, students will draw pictures and develop brief reports on heroes. Each report should relate to the earlier definition of a "hero" and to the qualities of good citizenship.
3. Students then will draw a large wall map of the United States and mount pictures and reports on the map.

Additional Ideas:

1. Students might rewrite and reenact their interpretation of a moment in American history.
2. Students might create an American historical museum containing artifacts of the period by collecting or by making their own for display.
3. Students might collect and exhibit a time capsule that would contain articles used during an earlier American period.
4. A "hero" patchwork quilt could be constructed and displayed in the main entry way of the school.

Evaluation/Assessment:

Finished Products: letters to historical societies, pictures, reports, map.
Student Participation: contributions to team reports. Students should provide appropriate examples of how their heroes reflect the qualities of good citizens.

Home Connection:

Keep parents informed regarding the purposes and activities involved in this unit. Some parents may wish to encourage their children to continue learning at home through the following activities:

1. Students might read a biography about an early American hero and design a book cover.
2. The family might visit a historical museum or historic home.
3. The family might plan and take a vacation or trip to a historical site, monument, or museum. A log could be kept by the student of the trip.
4. If the family has an artifact from an earlier historical period, it might be brought to school and shared with the class.

Resources:

- School/county/state libraries
- State Historical Societies
- Historical sites and museums
- State Departments of Tourism
- Community members

Grade 5 Lesson Three

Contemporary Heroes

This lesson engages students in the identification of recent national heroes emphasizing the qualities of a good citizen.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Heroes reflect the values of the United States.
- Heroes often are ordinary people who do extraordinary things.
- Heroes deal with conflict in responsible ways.
- Heroes exemplify "honorable efforts rendered to others."

Key Connections to Citizenship Education:

- Among the positive qualities of a hero are: respect, honesty, and responsibility.
- Doing one's personal best is a quality of a hero.

Objectives:

Students will:

- continue to explore the literature connection through biographies and/or historical fiction.
- review the characteristics of a hero.
- compare the qualities of heroes with the qualities of good citizens.
- be able to list the good citizenship qualities of various heroes.

Introductory Activity:

1. Listen to a reading by the teacher or a dramatization by a storyteller about a national hero.
2. Read a newspaper account of an instance in which someone behaved heroically.

Core Activities:

1. Discuss and list the citizenship qualities the hero exhibits and compare with citizenship qualities in IC 20-10.1-4-4.5. (See Resources section of this guide.)
2. Make a list of other contemporary heroes.
3. Locate and read articles, Internet entries, and books about these heroes.
4. Choose a favorite national hero. Write a brief biography or a brief "newspaper article" reporting on an event in this person's life or role play heroes in a panel discussion of important citizenship qualities. Student written work could be compiled into a book or "Heroes Gazette." Students may wish to add illustrations or drawings of events and people.

Additional Ideas:

Stage and videotape a heroic action or event. Use peer critiques to determine why the event or action was "heroic" and what qualities of a good citizen were represented.

Evaluation/Assessment:

Student participation.
Student contributions to the class book or gazette of heroes or participation in the panel discussion.
Determine criteria for effective written work or participation in the panel discussion in advance. For example: students should clearly identify the main points of the information they researched. Original sources should be identified and statements (both written and oral) should be supported by examples or other evidence.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. Some parents might want to encourage their children to continue learning at home through one of the following activities. Families might:

- Watch a newscast or read a newspaper article and discuss examples of people behaving in heroic ways (e.g., disaster relief, military service).
- Discuss favorite national heroes and the reasons they are considered heroic.
- Hold a family discussion of heroes and things that ordinary citizens do that are heroic. What can a citizen do to be considered a hero?

Resources:

- School library
- Internet references
- Public library
- Newspapers
- Magazines

Grade 6 Overview

Focus: I Can Make A Difference

I can make a difference . . .
.. in my school.
.. in my community.
... in my state.
.. in my nation.

This unit helps students to develop the skills and understanding necessary for good citizenship through service-learning projects and practice in resolving conflicts.

Key Ideas:

A community:
- is supported by and supports its members and others in the community.
- is made up of neighborhoods and groups that form the larger community.
- combines with other communities to form the state and the nation.
- is no stronger than its weakest members.

Key Connections to Citizenship Education:

Good citizens:
- take personal responsibility for obligations to family and community.
- always do their personal best.
- treat others the way they would want to be treated.
- respect their parents and home.
- possess skills necessary to live peaceably in society and not resorting to violence to settle disputes.

Lessons:

1. *"I'll do it if you pay me." (Helping Others Is its Own Reward.)*
2. *"What's in it for me?" (Doing My Part Makes Me Part of the Community.)*
3. *Resolving conflicts peacefully.*

Culminating Activity:

Select a service project as suggested in Lessons One and Two. Keep a photographic log and class journal of the process of selecting and carrying out the project. (Presentation software, such as Power Point™, could also be effective.) Celebrate at the conclusion of the project with the recognition of leaders, parents, and resource persons. Generate publicity for this celebration, so that participants from the community may be included.

Have students complete a self-evaluation at the conclusion of the project. Students might respond to questions, such as the following:

- "In what ways have I demonstrated my ability to accept responsibility?"
- "New insights I have gained in regard to being a good citizen are ...."
- "Ways of resolving disagreements or handling conflicts which were most effective for me were ...."
- "Positive ways I have tried to do things differently at home or school are ...."

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 6)

Civic Ideals and Practice - Students will:
Develop a commitment to effective and responsible participation in the functioning of school and community organizations.

- participate in a service-learning project at some point during the school year.
- accept responsibility for individual actions in the school and community.
- work cooperatively toward goals.
- provide positive leadership for at least one classroom activity or organization in the school and/or community.

Language Arts (Grades 6-8) - Students will:

Write for different purposes and audiences producing a variety of forms, including.

- messages and letters.
- logs of ideas and information.
- lists and charts.
- rhymes and poems.

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Grade 6 Lesson One

"I'll Do It If You Pay Me." (Helping Others Is Its Own Reward.)

This lesson involves students in researching service organizations in the community and selecting one or more to assist as a class or group project. (Instead of a classroom activity, this project might be carried out by a school service club.)

Key Ideas:

- Volunteerism is essential to maintain important community organizations.
- Taking responsibility for community activities helps students both learn and gain a sense of being part of the community.

Key Connections to Citizenship Education:

Good citizens:
- always do their personal best.
- take personal responsibility for obligations to family and community.
- treat others the way they would want to be treated.
- respect their parents and home.
- respect themselves.

Objectives:

Students will:
- define "volunteerism."
- compare the qualities of a volunteer with those of a good citizen.
- explore activities that help them to become aware that being of service to others is a rewarding experience.

Introductory Activity:

Ask students if they know people in the school and community who are "volunteers." Examples might include parents who volunteer to help with school activities, Scout leaders, and others. Ask students what these people have in common. Help students to understand that many people have jobs that involve helping other people. Many people also volunteer their time to help others without pay. This is called "volunteerism." Ask students if any of them have served as volunteers. What did they learn from the experience? Let them know that the students can practice good citizenship skills as volunteers.

Core Activities:

1. Review the qualities of a good citizen from IC 20-10.1-4-4.5. Ask students to compare the qualities of a good citizen with those of a volunteer. Develop a diagram or a chart comparing the two concepts. (See the next page.)
2. Help the class research and select a non profit organization to which they want to donate a few hours of service or to complete a specific task to help the organization.
3. The teacher should contact the community service organization that students have selected to ask what the class can do to help.
4. After completing the project, students will write about their volunteer activities addressing the following questions: What was the service experience like? What happened as a result? Was this a rewarding experience? Please explain.

Additional Ideas:

Individual students may decide to continue this community service relationship, helping the service organization at other times during the school year.

Evaluation/Assessment:

Assessment should be based on student participation in the project and student writing about the experience. In evaluating participation, the following points might be considered: evidence that student is making his or her best effort; cooperative attitude; courteous behavior; demonstration of respect for others; and growth in respect for his or her own abilities and contributions.

Home Connection:

Parents should be kept informed of the purposes and activities involved in this project. In researching community service organizations locally, students might ask their parents to talk with them about organizations they may be aware of that provide services to the community.

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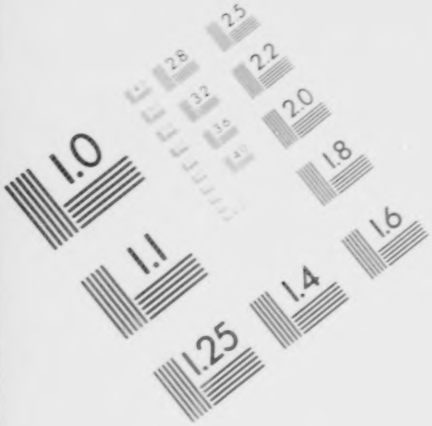
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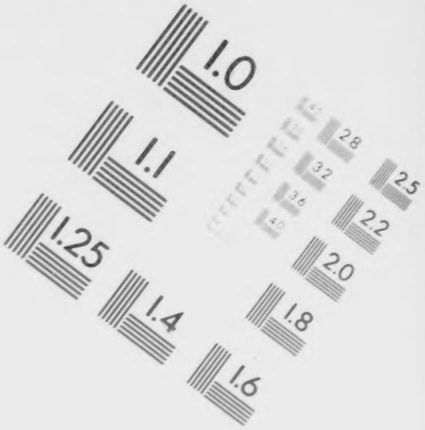
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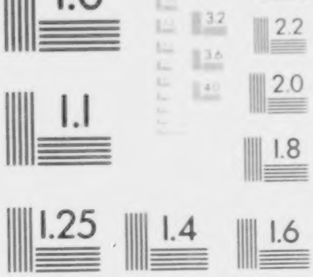
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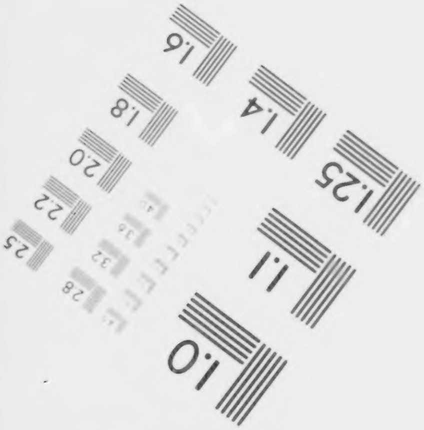
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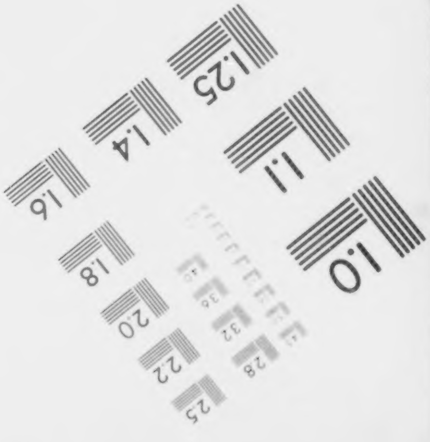
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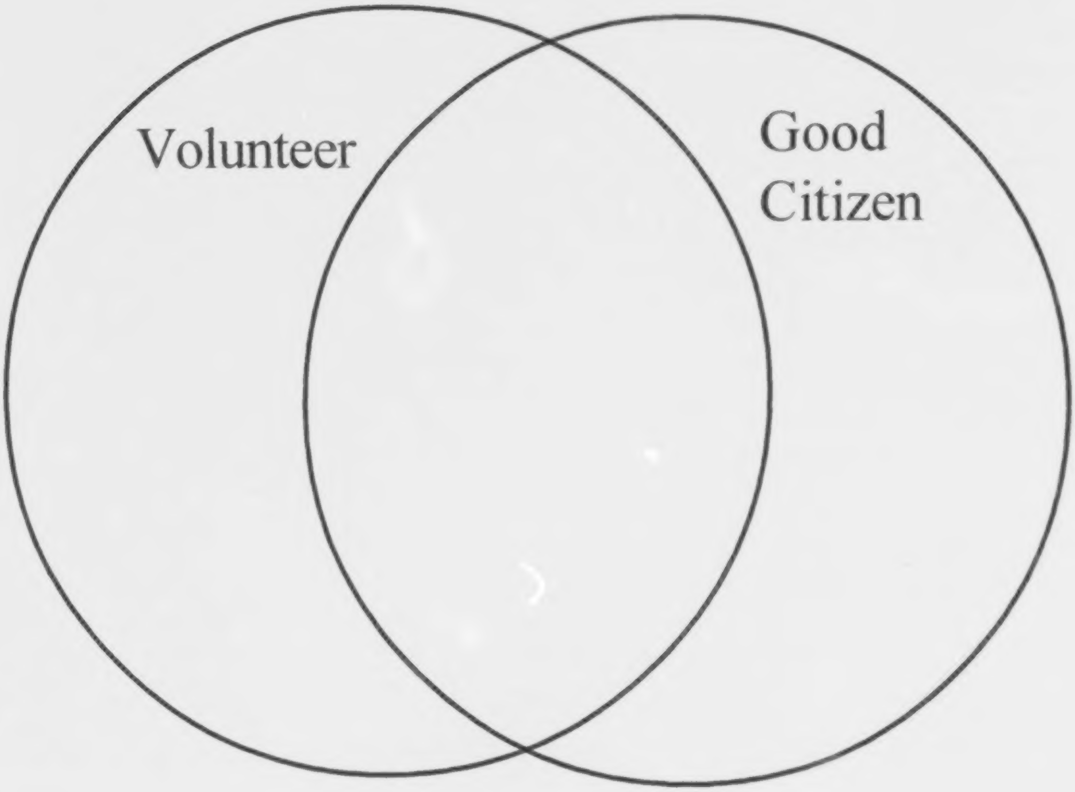
Resources:

- IC 20-10.1-4-4.5 (See the Resources section of the guide.)
- Invite a representative from a local volunteer organization to share information.
- Diagram (below)


Volunteer
Good Citizen

Grade 6 Lesson Two

"What's In It For Me?" (Doing My Part Makes Me Part of the Community.)

This lesson engages students in planning and carrying out a project to benefit a community organization or a school project.

Key Idea:

- Contributing to one's community enhances one's sense of belonging.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- take personal responsibility for obligations to family and community.
- treat others the way they would want to be treated.
- respect themselves.
- respect their parents and home.

Objectives:

Students will:

- consider practical ways that individuals can take responsibility for community concerns.
- use money earned from a service project to help a needy cause chosen by students.
- understand that service-learning and giving to others can be a rewarding experience.

Introductory Activity:

Offer students the opportunity to identify concerns that exist in the school or community. Help them identify one concern that they can address at school. Students may identify recycling, school clean-up, or some other concern. A recycling project has the advantage of producing some income, which can be dedicated to a worthy cause or project.

Core Activities:

1. Students should summarize the concern they have identified in a brief, written statement.
2. Students then list steps that need to be taken to address the concern and formulate an action plan with a timeline.
3. Tasks can be identified, and groups of students can take responsibility for completing tasks and meeting the timeline.

Example - Recycling Program:

- Students can make containers for each classroom for paper recyclables and for aluminum cans.
- Students take responsibility for collection of recyclables and preparation for pick-up at designated day or time.
- Money from the recycling project can benefit a community organization or a school project that the students can select. Using an open process, ask the class, prior to the project kick-off, to select the organization that will get the donation. Support for this organization then can be featured in any publicity designed to build participation in the recycling project.

Additional Ideas:

Use newspapers and magazines to find articles about students who have made a difference in their community.

Evaluation/Assessment:

Students will be evaluated based on the final products and on the performance of the team effort. Evaluation criteria can be developed by the class in order to judge success of the overall project. This evaluation should include an assessment of the problem statement, action plan, and the ability to develop a realistic timeline.

Home Connection:

Parents should be informed of the purposes and activities involved in this lesson. Students might want to be responsible for recycling or another project at home. Recyclables can be donated to a recycling project at school. Parents may want to participate in the activity with the students by working together or by going to the donation site. Recognition of parents' efforts should be a part of the project.

Community Connection:

Community businesses might be found to be partners in helping with the recycling project. Community partners should be recognized at the end of the project for their part in helping with the project.

Resources:

- Contact several recycling centers in the community. Find out which pay for recyclable goods.

Grade 6 Lesson Three

ResolvingConflicts Peacefully

This lesson helps students to resolve conflicts without resorting to violence.

Key Idea:

- Conflict can be handled positively in resolving differences.

Key Connections to Citizenship Education:

- Good citizens possess the skills necessary to live peaceably in society and not resort to violence to settle disputes.

Objectives:

Students will
- identify better means to manage conflicts.
- discuss methods in which they can exercise self-discipline.

Introductory Activity:

Display the following quote by Mahatma Ghandi: "If you want real peace, you shall start with the children." Ask students what they think the quote means and what relevance it has to today's world.

Core Activities:

1. Ask students, working in small groups or pairs, to discuss why they fight and how they resolve their fights.
2. Ask students to think about a solution to a conflict or problem they have recently encountered. In small groups, have students suggest ways to resolve conflicts without fighting.
3. Have a class "Tug-Of-War." What is an alternative to a tug-of-war? Discuss win/win, win/lose, and lose/lose situations. Use teacher generated situations to start the discussion.
4. Discuss the quote, "Peace begins with me." Have students write a brief interpretation of this quote.

5. Help students develop and practice a set of skills for avoiding aggressive behavior, such as: using polite language; not using "fighting words" or words that hurt others; learning to disagree respectfully; and expressing feelings in constructive ways.
6. Have students write a poem about peace, friendship, or respect or submit their own artwork about the theme. Display their work and then compile it into a spiral-bound booklet for display in the classroom or school library.

Additional Ideas:

Give students an opportunity to correspond with other schools in the United States and in other countries on the topic of peacefully resolving conflicts. Request that their pen pals or e-mail pals send artwork and poetry that could be included in a class book or scanned into a multimedia presentation.

Evaluation/Assessment:

Finished products, such as the booklet, can be evaluated by criteria that have been developed by the teacher and students. Student participation can be used as a means for assessing depth of understanding and involvement. For example: Do students use "win/win" strategies and conflict management skills in everyday classroom and school situations? Teacher observations should be shared on a regular basis with students.

Home Connection:

Keep parents informed of the intent and activities in this lesson. Some students might select a newspaper article that describes a conflict and discuss with a parent how the conflict could be handled.

Resources:

See the *Resources* section for programs and materials related to conflict reduction.

Grade 7 Overview

Focus: Taking an Active Role

I can make a difference . . .
.. in my school.
.... in my community.
.. in my state.
.. in my nation.

This unit helps students to develop skills for effective participation in their school community through problem-solving and service-learning activities.

Key Ideas:

- Taking an active role in community life helps to make the community better for everyone.
- Helping others in the community provides each of us with significant learning opportunities.
- Good citizenship is reflected in the hospitality of individuals and communities.

Key Connections to Citizenship Education:

Good citizens:
- take personal responsibility for obligations to family and community.
- always do their personal best.
- treat others as they would like to be treated.
- respect their parents and home.

Lessons:

1. *"I'm Bored!" (Taking an Active Role)*
2. *"What Do I Get Out of Volunteering?" (Learning Through Helping Others)*
3. *"Hoosier Hospitality"*

Culminating Activity:

Have students create a map, flow chart, or another type of graphic representation of community activities where students could take an active role. Have students work in groups to research areas in which assistance or improvements are needed. Have students prioritize their maps or charts to identify: 1) areas in which needs exist; 2) activities where students could be involved; and 3) activities which have the greatest impact upon the community as a whole. Assess students' ability to research, organize, and prioritize information about community activities. Discuss priorities and ways a service project could be initiated.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 7)

Civic Ideals and Practice - Students will:
Develop a commitment to effective and responsible participation in the functioning of school and community organizations:
- participate in at least one community service project annually.
- accept responsibility for groups and individual actions in the school and community.
- provide positive leadership for at least one classroom activity or organization in the school and/or community.

Inquiry Skills - Students will:
Use relevant data from a variety of sources to formulate conclusions, make decisions, and present findings:
- interpret information in graphs, charts, maps, timelines, polls, pictures, and cartoons.
- record sources of information and develop note-taking and outlining systems.
- identify, evaluate, and use appropriate reference materials and technology.

English/LanguageArts (Grades 6-8) - Students will:

Communicate orally with people of all ages by:
- summarizing ideas and acknowledging different points of view.
- giving accurate information.
- collaborating in groups.

Grade 7 Lesson One

"I'm Bored" (Taking an Active Role)

This lesson helps students to analyze the steps needed in seeking a solution to a problem.

Key Idea:

- Taking an active role in the community is an important means of making that community better for everyone.

Key Connection to Citizenship Education:

Good citizens:
- take personal responsibility for obligations to family and the community.

Objectives:

Students will:
- explore several areas of interest while working cooperatively toward a common goal.
- get acquainted with their community through opportunities to work with its leaders, to use its resources, and to learn its history.
- consider their own responsibility for making their community a better place.

Introductory Activities:

1. Have students generate a list of ten things that are fun to do in their community.
2. Ask students to consider the following questions: Would you say your community offers interesting or exciting experiences? Why are these things attractive to you? Do they cost much money?

Core Activities:

1. Have students brainstorm the responsibilities that individuals have to themselves and to others at home, school, and in the community.
2. Help students assess what community facilities are needed for young people and select one area of need on which to focus. Working in pairs, have students complete a problem statement, such as: "The main problem regarding community facilities for young people is ... ." As a class, select one statement to work on.

3. Have students prepare a class poster to highlight the four steps in approaching the problem:

A. Identify The Problem:

Example: Lack of activities for certain age groups in the community. In the poster include newspaper clippings, artwork, poems, or graphs about the selected problem.

B. Consider Alternative Solutions:

Include what is currently available in the community. Describe what actions the class might take to address the problem.

C. Choose a Solution:

Describe what the class voted to do to solve the problem. Include testimonies, artwork, interviews, and criteria used for making decisions.

D. Develop a Plan:

List the steps to be taken to accomplish the plan along with a timeline. Include resources, names of community members who can help with the project, and materials or reference sources from the community. Determine which groups of students will be responsible for developing each part of the plan.

Evaluation/Assessment:

Evaluation should include student/teacher feedback on the completed posters as well as the quality of the proposed plan for solving the problem. Students should assist in the development of their own evaluation plan to judge the success of the project. For example, students might develop a survey to be disseminated to everyone involved asking them to rate the success of the project. Results of the survey could be tallied and developed into a chart.

Home Connection:

Parents should be informed of the purpose and activities involved in this lesson. Parents will be a tremendous asset in this project. Some parents may want to help by suggesting names of contact persons to interview or by sharing their areas of expertise or interest with the class. If the class makes a formal presentation, parents might help their children with speeches, appropriate dress, etc.

Resources:

- Contact the local police officers' or fire fighters' associations, local bar association, or other civic organizations to suggest that students might present their ideas to their association.

Grade 7 Lesson Two

What Do I Get Out Of Volunteering? (Learning Through Helping Others)

This lesson helps students identify the types of volunteer opportunities that exist in their community and explore the learning experiences involved.

Key Ideas:

- Volunteer activities provide learning opportunities for the volunteer.
- Volunteer opportunities allow students to apply classroom learning to the community setting.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- respect their parents and home.

Objectives:

Students will:

- discuss the benefits of volunteering.
- recognize that everyone can make a significant difference.

Introductory Activities:

1. Present students the Chinese proverb: "Give me a fish, and I will eat today. Teach me to fish, and I will eat for a lifetime." Lead students in discussing the meaning of the proverb.
2. Discuss the question of why people would want to volunteer.
3. Help students consider the benefits of doing something without being paid.
4. Emphasize learning benefits gained by the volunteer.

Core Activities:

1. Help students use the phone book, a community resource directory, or other materials to generate a list of volunteer activities in their community.
2. Invite a community service worker or volunteer to speak to the class about his or her own learning experiences as a volunteer and the skills and training needed.
3. Help students compare and contrast the benefits of various volunteer opportunities.
4. Ask each student to make a personal selection and write down or tell about the reasons for choosing that particular opportunity.
5. Ask students to respond to the following statement: "A volunteer is a good citizen." Do you agree? Explain.

Additional Ideas:

1. Some students might carry out a volunteer activity in the school or home setting on a personal basis.
2. The class might identify and carry out a volunteer activity in the school.

Evaluation/Assessment:

Working as individuals or in groups, students will create a graphic organizer for the class designed to show volunteer activities in the community and the functions they serve. Maps, webs, charts, or graphs might be included. Evaluate graphic representations on the basis of the following criteria: 1) evidence of research; 2) information provided is complete and accurate; and 3) the relationship among ideas/ concepts is clear.

Home Connection:

Parents should be informed of the purposes and activities involved in this lesson. Some students might ask family members about:

- volunteer opportunities they have experienced.
- skills and training that were important.
- ways the experience proved beneficial.
- future volunteer opportunities they would suggest.

Students can experience the benefits of helping others by volunteering for a special project to help out at home.

Resources:

- Volunteer bureaus
- Local coordinating councils
- Local Chamber of Commerce

Grade 7 Lesson Three

Hoosier Hospitality

This lesson demonstrates that individuals can exhibit "Hoosier Hospitality" by practicing courteous, hospitable behavior on a daily basis.

Key Idea:

- Good citizenship is reflected in the hospitality of individuals, communities, states, and nations.

Key Connections to Citizenship Education:

Good citizens:
- treat others the way they would like to be treated.
- always do their personal best.

Objectives:

Students will:
- be able to compare and contrast good citizenship in Indiana with good citizenship in other states according to specific characteristics.
- explore attributes of what is considered good citizenship in different regions, states, or countries.

Introductory Activity:

Ask students to stand if they have always lived in Indiana or if they have always lived in their present community. Of those sitting, identify those who have moved from another community or who have come to Indiana from other regions, states or countries. Form groups of two or three students to complete the discussion worksheet.

Core Activities:

After groups have completed the worksheet, discuss by using the following questions:

1. Has anyone experienced "Hoosier Hospitality"? What did that consist of and how did you feel? Share some examples.
2. Did those who have moved to Indiana experience "Hoosier Hospitality"? How? In what ways? Give some examples.

3. Review the main characteristics of "Hoosier Hospitality." List these characteristics in categories.
4. Do good citizens in Indiana have characteristics different from good citizens in other states? How could we find out?
5. Is state pride linked to good citizenship in Indiana? Why or why not?
6. What are acts of hospitality and courtesy that individuals can practice every day? Examples: using polite greetings, such as "Good morning"; using words like "please" and "thank you"; welcoming visitors to the class; practicing courteous behavior on the phone, in stores, and other community settings.

Additional Ideas:

Some students might develop a plan for extending "Hoosier Hospitality" to new students to the class or to the school. A plan might be developed for the entire seventh grade class to welcome the incoming sixth grade class to the school.

Evaluation/Assessment:

1. Have students imagine what it would be like to move to a new place. Develop a list of ways they would like to be treated by others in their new community.
2. Working as individuals or in small groups, have students plan and carry out an opportunity to demonstrate an act of hospitality for the school or a community organization. Activities might include: preparing invitations to a school event, serving as greeters and ushers during the event, or delivering the Pledge of Allegiance. After the activity, have students consider the following questions: "In what way was I being a good citizen as I helped with this project?" "What are two or three important things I learned as a result?"

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson.
Some students might ask their parents what they feel are the characteristics of a good citizen. Have their parents ever felt or experienced "Hoosier Hospitality"? Students can practice hospitable, courteous behavior at home.

Resources:

- Handout: "Hoosier Hospitality Discussion Worksheet"
- Local Chambers of Commerce may have information on the points of pride for each community.

Handout

Hoosier Hospitality

Discussion Worksheet

1. Have you ever experienced Hoosier Hospitality?

2. How would you describe Hoosier Hospitality?

3. Do good citizens in Indiana have different characteristics from good citizens in other states?

   Why or why not?

4. Do good citizens in Indiana have different characteristics from good citizens in other nations?

   Why or why not?

Grade 8 Overview

Focus: Developing the Skills for Good Citizenship

I can make a difference . . .
.. in my school,
.... in my community,
... in my state,
.. in my nation.

This unit emphasizes the skills and attitudes necessary to be a good citizen of Indiana and the United States.

Key Ideas:

- Both actions and attitudes are important for good citizenship.
- A willingness to work hard to help one's family and community is an important aspect of good citizenship.
- One way of showing respect for others is through good manners.
- Individuals have responsibility both to themselves and to others.

Key Connection to Citizenship Education:

All of the aspects of good citizenship instruction cited in IC 20-10.1-4-4.5 are included in this unit. Aspects receiving special emphasis include:

- taking personal responsibility for obligations to family and community.
- respecting the rights of others to have their own views and religious beliefs.
- respecting one's parents and home.
- respecting and taking responsibility for oneself.

Lessons:

1. *Good Citizens in Indiana*
2. *What is a Work Ethic?*
3. *Manners Then and Now*
4. *Top Five for Citizenship*

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Culminating Activity:

Ask students to take on the role of state legislators who are concerned about encouraging good citizenship in Indiana. Have them establish working committees and list the elements or components of good citizenship as they see them. After listing these elements, committees must consider what would most benefit the state and their constituencies and come to consensus regarding the elements needed for public law. Following committee work, have the entire class develop and vote on their legislation. Assess this simulation according to the following criteria: 1) student understanding that both attitudes and actions are important to good citizenship; 2) student consideration of the needs of the community as well as the individual; and 3) student ability to define and give examples of good citizenship.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 8)

Civic Ideals and Practice - Students will:
Develop a commitment to effective and responsible participation in the functioning of school and community organizations.

- observe school and community rules and regulations.
- accept responsibility for group and individual actions in the school and community.
- apply strategies of conflict resolution to individual and group issues.

Current Events - Students will:
Identify, analyze, and apply historical situations to current issues.

- use selections from primary resources, such as diaries, letters, records, and autobiographies to support research efforts.

English/Language Arts (Grades 6-8) - Students will:

Write for different purposes and audiences producing a variety of forms, including:

- personal and informational essays.
- logs of ideas and information.
- lists and charts.

Communicate orally with people of all ages by:

- summarizing ideas and acknowledging different points of view.
- contributing to class discussions.
- collaborating in groups.

Grade 8 Lesson One

Good Citizens in Indiana

In this lesson, students identify the actions and attitudes that characterize good citizens in Indiana.

Key Idea:

Both actions and attitudes are important for good citizenship.

Key Connections to Citizenship Education:

Good citizens:

- respect the rights of others to have their own views and beliefs.

Objectives:

Students will:

- be able to describe in their own words the actions and attitudes of a good citizen of Indiana.
- accept responsibility for group and individual actions in the school and community.

Introductory Activity:

Start the lesson by completing the individual handout entitled "Good Citizens in Indiana." Then ask students to work in pairs and agree on two actions and attitudes for each box. Next put two pairs of students together to make a group of four. Students must agree on two in each box before meeting with another group of four to follow the same process. Continue until two groups are formed and report to the class.

Core Activities:

After hearing the two groups report, analyze their results to see if one common set of answers for the class can be reached. Direct the discussion with the following questions:

1. Was it difficult to reach agreement with your first partner? Was it difficult to reach agreement in the larger groups? Why or why not?
2. Is it necessary to agree on a common idea of good citizenship? Why?
3. Are actions and attitudes equally important in good citizenship, or is one more important than the other?

4. Did volunteering show up as an important action or attitude for good citizens? How important is a willingness to help others good for citizens in Indiana?

Additional Ideas:

When students completed the handout from the introductory activity in their group, they may have had differences of opinion with other group members. Ask students to consider the following ideas: many people have different points of view and different beliefs. Does this fact influence your view of what good citizens do or what attitudes they hold?

Evaluation/Assessment:

1. Have students be responsible for maintaining a "good citizens" bulletin board using clippings from newspapers and magazines.
2. Have students write individual essays on what it means to be a good citizen in Indiana. Prior to writing, develop criteria with students for assessing the essays. Both teacher and peer critiques might be used. Ask students to consider what are some important aspects of being a good citizen as they develop their essays. Both actions and attitudes of a good citizen should be included.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. Some students might use newspapers to find examples of good citizens in Indiana. They might bring articles from home after discussing them with family members.

Resources:

- Handout: "Good Citizens in Indiana"
- Newspapers and magazines

Handout

Good Citizens in Indiana

What qualities does a good citizen in Indiana have? Write two for each heading.

ACTION	ATTITUDES

How will we know when students are becoming better citizens? Write two for each heading.

ACTION	ATTITUDES

Grade 8 Lesson Two

What Is a Work Ethic?

Curriculum Connections: U. S. History, Indiana History, Civics, English/Language Arts, Career Education.

Key Ideas:

A willingness to work hard to help one's family and community is an important aspect of good citizenship.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- take personal responsibility for obligations to family and community.
- respect their parents and home.

Objectives:

Students will:

- compare and contrast the work ethic of an early Indiana youngster with their own.
- define the term, "work ethic."
- give examples of ways they can demonstrate a strong work ethic at home and school.

Introductory Activity:

Write "WORK ETHIC" on the board. Ask students if they have ever heard the term and to provide definitions. Build on students' definitions, including the idea that a good work ethic means having a positive attitude about working hard and doing a good job. With students, generate examples of a strong work ethic and a weak work ethic. Then ask students to list on a piece of paper their daily and weekly chores. After the list is completed, ask the following questions:

1. Does your list represent a heavy burden or an easy burden?
2. How does your list compare with others your age?
3. Why is the work you do for your family important?
4. What other responsibilities do you have besides chores at home and school?
5. How do you think your list compares with the chores of young people 100 years ago?

Core Activities:

1. Introduce Ebenezer Sharpe, an 11-year-old boy living in Indianapolis in 1852.
2. Ask students to read his diary entries from May 11, 1852, and November 11, 1852. As an option, read them aloud as a class.
3. Ask students to recall the earlier discussion of "work ethic." Remind them that one useful definition is: "a positive attitude about working hard and doing a good job."
4. Use the following questions to start a discussion about the idea of a work ethic:
   a. Did Ebenezer Sharpe have a strong or weak work ethic? Give reasons for your answer.
   b. How would you compare your work ethic with Ebenezer Sharpe's work ethic? Did he work harder than you do?
   c. Do you believe that people with a strong work ethic do better in life? Why?
   d. What terms would you use to describe the opposite of the phrase "strong work ethic?" Have you observed people who fit this description? If so, how would you describe their contributions as citizens?
   e. Is a strong work ethic necessary for good citizenship? Explain your answer.
5. Conclude the lesson by asking students to keep track of all the chores and activities they carry out the next day. Ask volunteers to share what they learned from this activity.

Additional Ideas:

1. After recording their chores for a day or more, ask students to write a paragraph comparing and contrasting their daily activities with those of Ebenezer Sharpe.
2. Have students explore the requirements for a job or profession that they would like to pursue and write an ad for the "help wanted" pages listing the qualifications and work habits needed.

Evaluation/Assessment:

Students will create "résumés" indicating responsibilities and activities they have carried out that have required a strong work ethic. (Their résumés can include both volunteer and paid activities at home, at school, and in the community.) Résumés will be evaluated on the basis of understanding of the term "work ethic," and their ability to apply this concept to everyday life.

Home Connection:

Invite parents or other community members to visit the class to discuss their jobs and the effort their work demands. Students also might ask their parents or older family members about chores typically done by young people when they were growing up.

Resources:

- Handout: "Ebenezer Sharpe's Diary," *BROADSIDES, The Early Years*, Document 30, Indiana Historical Bureau.
  A facsimile of this document and other primary documents in Indiana history are available from the Indiana Historical Bureau, 408 State Library and Historical Building, 140 North Senate, Indianapolis, Indiana 46204.

EAST
WASHINGTON ST.

Hand Out

EBENEZER SHARPE'S DIARY

Indiana Historical Bureau
BROADSIDES, The Early Years
Document 30

The following are transcripts of selected entries from Ebenezer Sharpes's diary. Ebenezer lived in Indianapolis where his father, Thomas, was a business partner of Calvin Fletcher. Ebenezer began writing a diary, at his father's request, when he was 11 years old. The Sharpe family was fairly well-to-do, but the diary entries give a valuable insight into the day-to-day activities of a young boy and the society in which he lived.

May 11 1852; Wednesday

I got up this morning at five, fed my horse, cleaned out my stable, and took the cows to pasture before prayers, after prayers, eat breakfast came into Bank and worked till dinner, after dinner came again into Bank and worked till four, then went after the cows, and watered the horse and attended to things as usual. This evening got a new pair of shoes, price $1.35 cts. The reason I set this down, is because I wish to see how long they will last me. And then see if they are worth the money as the maker said they were, but we cannot always rely on their work. I have this evening come again into Bank to help Father do his work, I can help him in this way I assort all the money, and count it putting five hundred of the fives and upwards in one pile, and ones in hundred piles, then Father can do his work in about half the time if I did not,

Thursday November 11 1852

I got up this morning at half past five, came into Bank, copied the letters, When I had taken my cows I went to school, I recited my lessons perfect to day, I was kept in this evening because I talked in school, but as soon as I got out, I went for my cows but finding them not, I came home and soon as I got across Washington Street I saw them going home, when I had eaten my supper I came into Bank and got my speech for tomorrow.

Grade 8 Lesson Three

Manners Then and Now

Curriculum Connections: Civics, U.S. History, English/Language Arts, Indiana History

Key Idea:

Good manners have long been, and continue to be, an important method of showing respect to authority and to fellow citizens.

Key Connections to Citizenship Education:

Good citizens:
- always do their personal best.
- respect authority.
- treat others the way they would want to be treated.

Objectives:

Students will:
- explain the importance of good manners in daily life, both now and in the past.
- describe the link between good manners and good citizenship.

Introductory Activity:

Write the word "MANNERS" on the board. Ask students to take a piece of paper and write three words that come to mind when they think of manners. Ask them to do this silently without discussing their responses with anyone else. After this is finished, ask for volunteers to read their words and create a list on the board of words that students associate with manners. Start a discussion by asking what these words tell us about the importance of good manners in everyday life today.

Core Activities:

1. Ask students to discuss whether good manners are more or less important today than they were 100 years ago.
2. Read together as a class the page from the diary of Julia Merrill, written in 1903, about her experiences in school in the 1830s.
3. Ask students to define "manners." Use a dictionary as needed to come up with a common definition that the class can agree upon.

4. Discuss the following questions about Julia Merrill's diary:
    a. From reading the diary, did it appear to be unusual for young girls in the 1830s to attend a "Female Institute"? Explain your answer.
    b. Were good manners important before the new teachers came?
    c. What manners were expected by Miss Axtell? How do these manners differ from manners expected at your school?
    d. What other manners are expected at your school? Make a complete list for various settings: lunch, hallways, classroom, auditorium assemblies, principal's office, sports events, or other settings.
    e. To what extent do students observe the expected manners at your school?
    f. Is school a better place when good manners are taught and followed? Explain your answer.
    g. Are manners among students getting better or getting worse as you reach higher grades? Why?
    h. Where should good manners be taught? At home? At school? Both?
    i. How would you describe the link between good manners and good citizenship?
    j. Is a lack of good manners at the root of the problem of student-to-student conflicts? Explain your answer. How can good manners help to avoid personal conflicts?
    k. How can people disagree and still use good manners?
    l. Are good manners a necessary element in showing respect? Can one demonstrate respect to authority without good manners? Explain your answer.

Additional Ideas:

1. Ask students to write observations of manners for three to five days at school.
2. Ask students to analyze their observations using three or four categories as topics: student-to-student manners, student-to-teacher manners, student-to-visitor manners, etc.

Evaluation/Assessment:

Students will work in small groups to demonstrate situations where they use good manners, such as a job interview, eating out in a restaurant, making introductions, or making a purchase in a store. Afterwards, each student will be able to explain orally or in writing, why good manners are important in these situations.

Home Connection:

Have students write down for their families a list of good manners they plan to observe at school and at home.

Resources:

- Handout: "Julia Merrill Remembers," *BROADSIDES, The Early Years*, Document 39, Indiana Historical Bureau.

Hand Out

JULIA MERRILL REMEMBERS

Indiana Historical Bureau
BROADSIDES, The Early Years
Document 39

Julia Merrill grew up in the early years of Indianapolis. As a young woman, she married Charles W. Moores, a partner in Samuel Merrill, Jr.'s book store and publishing company. Charles enlisted in the Union Army in 1864 but died a few weeks later leaving Julia a widow. In 1903, in her later years, Julia Merrill Moores wrote down memories of her school days in Indianapolis during the late 1830s. The only known version of this account is typed. It is not known whether this version is the original. The selections below are based on the 1903 document. A facsimile of this document is available from the Indiana Historical Bureau, 408 State Library, 140 North Senate, Indianapolis, Indiana 46204.

... As I rode about my memory went back, now more than sixty years, to the arrival in the country town in the far West of Mary Jane and Harriet Axtell, to establish a "Female Institute." Indiana, then, was full of corduroy roads, mud holes, log cabins, and no scenery except the grand old trees which surrounded the small towns. The contrast with cultivated New York was great. The Miss Axtells were daughters of a Presbyterian Clergyman. They were bred in the strictest tenets of the Law. The school was established in 1837. I have in my possession the first catalogue issued April 1839. ... There were some one hundred and forty scholars. Forty seniors, sixty-six Juniors and thirty six Primaries. The ages of the pupils ran from eight to eighteen. Our teachers could not have been more than twenty or twenty-five years old but we regarded them as antediluvian. ...

.... Great attention was paid to our manners. We had been allowed to leave the school-room - pell mell - helter skelter, best fellow first - but Miss Axtell required us to leave one at a time. At the door we turned and with an elaborate courtesy, said) "Good evening Miss Axtell and Young Ladies. This form caused us some embarrassment and much amusement.

Grade 8 Lesson Four

Top Five for Citizenship

This lesson introduces students to the citizenship qualities emphasized in state legislation, IC 20-10.1-4-4.5.

Key Ideas:

- Good citizenship includes both actions and attitudes and is practiced throughout one's life.
- Individuals have responsibility both to themselves and others.

Key Connections to Citizenship Education:

- The 13 elements of citizenship as described by IC 20-10.1-4-4.5.

Objectives:

Students will:
- briefly describe the 13 qualities of good citizenship in state legislation.
- give examples of how people practice good citizenship throughout their lives.

Introductory Activity:

Ask students to pretend that they are on a committee concerned about promoting good citizenship. Have students work in groups and list the things it takes to be a good citizen. After listing these aspects in groups, discuss as a class and come to a consensus about the most important ones.

Core Activities:

1. Explain that in 1995 the Indiana General Assembly listed the qualities of good citizenship in a new law. They named 13 qualities. Which of these did the class identify?
2. All 13 are important for students to learn in order to be good citizens. Since students develop interests at different ages, some may be more important to emphasize for younger students, while others may be more important for older students.
3. Ask students to use the worksheet called "Top Five" to consider which are the key elements at each grade level. After initially marking the sheet individually, work cooperatively in small groups to arrive at a group consensus.

4. Have students develop individual timelines showing citizenship skills present in their lives. Students should illustrate each entry on the timeline with a description of an event, a drawing, photograph, or caption.

Additional Ideas:

Have students write an essay on the quality that has the greatest impact on positive citizenship today.

Evaluation/Assessment:

Assess students' timelines on the basis of the following criteria: 1) examples are provided to support each citizenship skill on the timeline; and 2) timelines demonstrate that both actions and attitudes are important for good citizenship.

Home Connection:

Keep parents informed regarding the purposes and activities involved in this lesson. Students should take home their citizenship timelines to discuss with their parents.

Resources:

- Copies of citizenship legislation IC 20-10.1-4-4.5. See Resources section of this guide.

Handout

Top Five Worksheet

All 13 elements are important for good citizens. It may be that some of the 13 deserve greater emphasis for younger students while others should be emphasized at higher grades. Consider students in Grades 1, 4, 8, and 12. Put stars in each column to indicate which five you think should be emphasized for each level.

Elements	Grade 1	Grade 4	Grade 8	Grade 12
1. Honesty and truthfulness				
2. Respecting authority				
3. Respecting property				
4. Doing one's personal best				
5. Not stealing				
6. Peacefully settling disputes				
7. Responsibility for family and community.				
8. Responsibility for earning a livelihood.				
9. Treating others as one would like to be treated.				
10. Respect for the Flag, the Constitution of the U.S., and the Constitution of Indiana				
11. Respect for one's parents and home				
12. Respect for one's self				
13. Respecting others' views and religious beliefs.				

Grade 9 Overview

Focus: Responsible Citizenship

This unit deals with the idea that citizens of a democracy have both rights and duties or responsibilities. The lessons for this unit are interdisciplinary and might be used in a number of subject areas, including English/Language Arts, Social Studies, and Health and Safety education. Although they are designed for ninth grade, they can be adapted for other levels.

Key Ideas:

- Citizens must balance their right to individual liberties with their responsibility for the common good.
- The community depends on each citizen to participate in maintaining the health and safety of family and community members.
- Since many people share responsibility in most activities, it is important that all parties take their duties seriously.
- Citizens have the responsibility to evaluate sources of information and to keep themselves informed.

Key Connections to Citizenship Education:

Good citizens:

- respect themselves.
- take responsibility for obligations to family and community.

Lessons:

1. *Rights and Responsibilities: The Citizenship Balancing Act*
2. *Obligations to the Community*
3. *Who is Responsible?*
4. *Using TV and Media Responsibly*

Culminating Activity:

As a culminating project, students might take the responsibility to research a community or school topic, particularly one related to community health and safety needs or other common concerns. Students might use local newspapers and other sources and present their findings to the student council or a local government council or board.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 9) - Students will:

- understand the impact of historical events, personalities, movements, and technological developments on the present and the future.
- understand and analyze the political ideas and practices that enable citizens to make informed choices in a democratic society.
- draw conclusions and make decisions based on relevant data derived from a variety of resources and media, including electronic technology.
- develop a commitment to the civic values needed to function responsibly in a democratic society.

English/Language Arts (Grades 9-12) - Students will:

- work collaboratively to generate ideas and solve problems.
- express and substantiate their own ideas.
- comprehend developmentally appropriate materials including a broad variety of literature, magazines, newspapers, routine business documents, and reference materials.
- synthesize information from a variety of sources.
- distinguish between objective and subjective presentations of information and events.

Health and Safety (Grades 9-12) - Students will:

- perceive the potential for hazards and accidents in any environment and the application of preventive and emergency procedures. (Topics include attitudes about safety, accident prevention, safety rules, laws/regulations, and occupational safety.)

Grade 9 Lesson One

Rights and Responsibilities: The Citizenship Balancing Act

This lesson helps students to understand that people have both responsibilities to the community and individual rights. In a democracy, it is important to maintain a balance between rights and responsibilities.

Adapted from "Citizenship," a lesson plan from *The Encyclopedia of Democracy*, Congressional Quarterly Books online,
<http://books.cq.com/freeResources/lessons/lessons1.htm>

Curriculum Connections:

Social Studies (Civics, U.S. Government), English/Language Arts.

Key Idea:

In a democracy, citizens must balance their right to individual liberties with their responsibilities to others and to the common good.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.

Objectives:

Students will:

- identify both the rights and responsibilities that citizens of a democracy possess.
- give examples of the need for a balance between individual rights and responsibility for the common good.

Introductory Activity:

Write the terms rights, responsibilities, and the common good on the board. Elicit from the class names, words, and ideas associated with these terms. Ask students: What rights and responsibilities do citizens in a democracy have? What is a citizen's role in a democracy? How does being a citizen of a country differ from being a member of a family, a class, or a school?

Core Activities:

1. Divide the class into groups and ask each group to draw up a list of rights for students in the class or school. (Students might refer to the Bill of Rights to the Constitution of the United States and other sources.)
2. After groups have generated their lists of rights, have them go through a similar process to develop a list of responsibilities.
3. Bring the groups together to come to consensus about a single list of rights and responsibilities.
4. With the class, use the list of rights and responsibilities and the "Balancing Rights and Responsibilities" handout to diagram rights that students have as individuals and the responsibilities they have to the school community, the "common good."
5. Help students to examine the following questions: Are there items that overlap? For example, is voting for student leaders a right, a responsibility, or both? Is there tension or conflict between specific rights and specific responsibilities? Do tensions of this sort exist not only in a school community, but also in society in general? To what extent is this tension an unavoidable aspect of a modern democracy? Can this tension have a positive effect? What would happen if students in a school community or American citizens failed to carry out specific responsibilities? Why is it important to maintain a balance between rights and responsibilities in a democracy?

Additional Ideas:

1. Have students use a newspaper or magazine to identify a current issue or event in which the need to balance individual rights and responsibilities is important. For example, the issue of whether TV news cameras should be allowed in courtrooms is a question of balancing the right of an individual to a fair trial with freedom of the press, the right and responsibility that the news media has to report the news.
2. Have students research the process for becoming a naturalized citizen of the United States and develop a chart showing the various steps in the process. Invite a person who is a naturalized citizen to discuss the process of becoming a citizen and the rights and responsibilities of citizenship.

Evaluation/Assessment:

After taking part in group activities, each student will use the "Balancing Rights and Responsibilities" handout to diagram the rights and responsibilities of an American citizen.

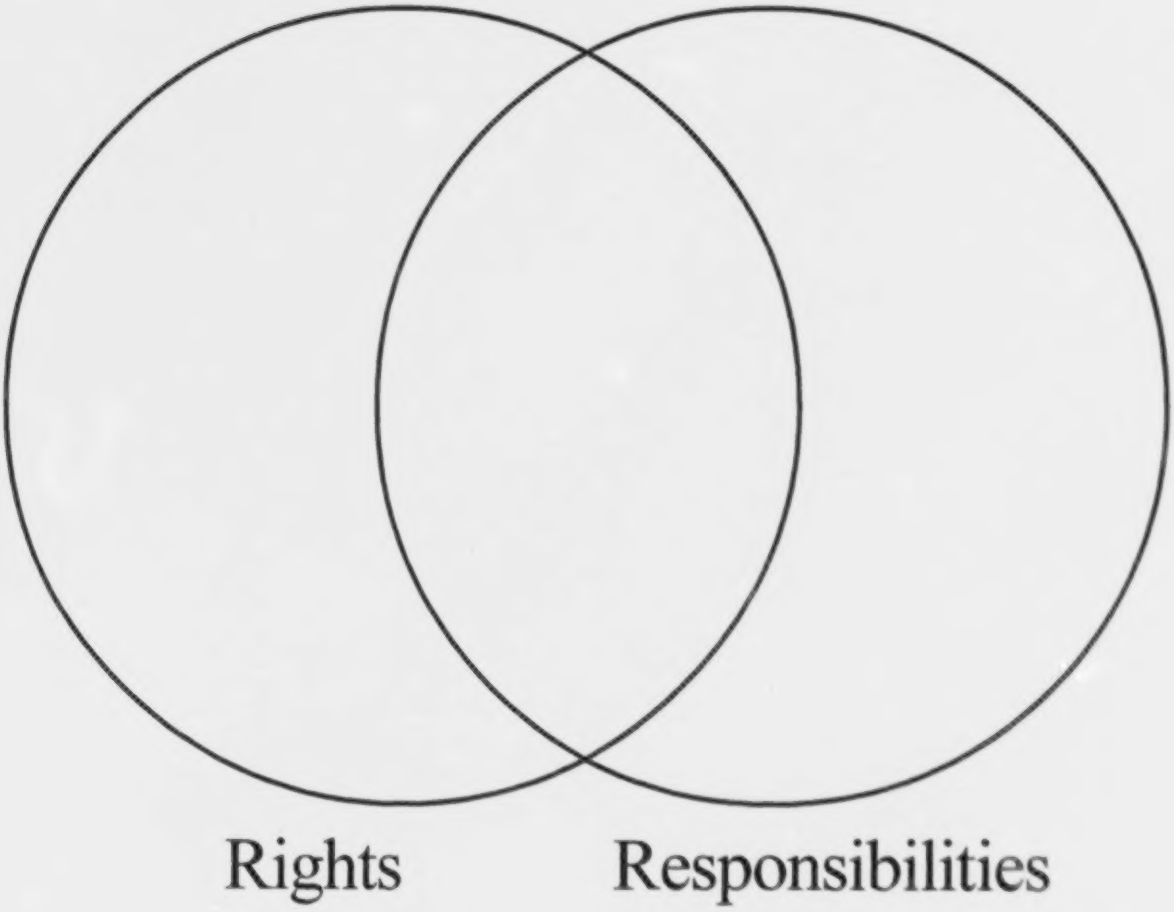
Resources:

- Handout: "Balancing Rights and Responsibilities"
- The Bill of Rights to the Constitution of the United States
- Newspapers, news magazines, encyclopedias, and other reference books
- "Citizenship," a lesson plan from the *Encyclopedia Of Democracy*, Congressional Quarterly Books, <http://books.cq.com/freeResources/Lessons/lessons1.htm> (To order materials from Congressional Quarterly Books, call 1-800-638-1710.)

Handout

BALANCING RIGHTS AND RESPONSIBILITIES

The French political philosopher Jean-Jacques Rousseau believed that a citizen of a republic should place the common good above individual self interest. Why is it important for a democracy to establish a balance between individual rights and the responsibilities or obligations of a citizen? Use the diagram below to chart a citizen's rights and responsibilities. Do some rights and responsibilities overlap? Can some things be both rights and responsibilities?



Grade 9 Lesson Two

Obligations to the Community

Using an example from Indiana history, this lesson emphasizes that individuals are responsible for the safety of family and community members. For this reason, it is important to respect and follow safety regulations.

Curriculum Connections:

English/Language Arts, Social Studies (Civics, U.S. Government, U.S. History, Indiana History), Health and Safety Education.

Key Ideas:

- The community depends on each citizen to participate in maintaining the health and safety of the community.
- Citizens in Indiana have shared the responsibility for community safety throughout our history.

Key Connections to Citizenship Education:

Good citizens:
- take personal responsibility for obligations to family and community.
- respect authority.

Objectives:

Students will:
- compare two laws from 1821 and 1991 that describe how the community relies on individual citizens to maintain health and safety.
- recognize that Hoosier citizens have taken responsibility to uphold community safety since the beginning of our state.

Introductory Activity:

Take this opportunity to review fire drill procedures and fire regulations for the school with students. Ask what other safety laws or regulations they are aware of in public places, like theaters, auditoriums, or sports arenas; on streets and highways; at home. Why is it important to respect and follow safety regulations? What authorities are responsible for establishing and enforcing these laws? What would we do if we didn't have such laws or anyone to enforce them?

Core Activities:

1. Have students read or read to them the two Jeffersonville laws from 1819 and 1821. Then answer the following questions:
    a. Why were these laws important to the citizens of Jeffersonville at the time?
    b. Was Indiana a state when the 1819 law was passed?
    c. Where did the Trustees of Jeffersonville want to store the fire ladders?
    d. Why didn't they store the ladders at a fire station?
    e. Who pays to provide fire stations today?
    f. What was the purpose of having a leather bucket available at each house?
    g. Was it fair to require every citizen to buy a leather bucket? Why didn't the city buy one for each household?

2. Have students read the Smoke Detector Law from 1991. Then answer the following questions:
    a. How many smoke detectors does the law say must be in each dwelling?
    b. In what two ways can the smoke detectors get electrical power?
    c. Who is responsible for installing the smoke detectors?
    d. Who is responsible for testing and maintaining a smoke detector to keep it in operational condition?
    e. Who is responsible for repairing a smoke detector after written notification of the need for repair is given?
    f. Within how many days must the repair be made?
    g. What is the only legal reason to remove a smoke detector?
    h. What charge is brought against persons who violate the smoke detector law?

3. Compare the Jeffersonville laws of 1819 and 1821 and the 1991 smoke detector law by answering the following questions:
    a. Do both laws expect citizens to carry out responsibilities to help the community? What responsibilities are expected? What purpose do these responsibilities serve?
    b. Do you believe the laws have saved property damage?
    c. Do you believe the laws have saved lives?
    d. Which law would be easier to enforce? Why?

Additional Ideas:

1. Ask students to figure out the approximate cost of a leather bucket in 1821 by analyzing the Jeffersonville ordinance itself. Was this a burden for a family of the time? How does this compare with the cost of a smoke detector today?
2. Ask students to apply citizen responsibilities and obligations to a new issue: the requirement to wear seat belts in private cars. How similar is this issue to the smoke detector requirement? Discuss the question: Do individual actions, such as wearing seat belts, affect public safety?

Evaluation/Assessment:

Have students write a paragraph about how the old and new laws are similar, and a second paragraph about how the laws are different. Students should end by stating their opinion on whether responsibilities expected of citizens have been expanded or reduced since 1821 and list some of the responsibilities that they have for their personal safety and that of others. Students will be evaluated based on the written paragraph comparing the old and new laws.

Home Connections:

With parental permission, students might take responsibility for helping to maintain home safety features, such as smoke detectors, or for developing a fire escape plan and discussing it with their families.

Resources:

Handouts: 1) "Two Laws from Jeffersonville, Indiana" and 2) "Smoke Detectors in Indiana Dwellings"

Handout

TWO LAWS FROM JEFFERSONVILLE, INDIANA

Indiana Historical Bureau
BROADSIDES, The Early Years
Document 49 P

[November 24, 1819]

At a Meeting of the Trustees of the town of Jeffersonville on Wednesday the 24th of Nov. 1819--Present Samuel Gwathmey William Bowman & John Bigelow Ordered that Mr. Bigelow be authorized to cause to be made for the use of the Town three Ladders to be used in case of Fire one to be kept at his house one at Mr. Wm Bowmans & the other at Dr. Meriwethers with strict injunctions that said ladders are only to be used by the Citizens in case of Fire-Also three fire hooks with handles to be annexed to & distributed with the Ladders at the several places mentioned.

[May 23, 1821]

Be it further Ordained that it shall be the duty of every free holder residing within the Town of Jeffersonville to procure and keep for the use of the town at least one good water proof leather fire-Bucket to be used in cases of fire-and every free-holder failing the furnish such Bucket within three Months from this date shall be fined the sum of three Dollars.

Background

Jeffersonville, Indiana, was platted in 1802 based on a plan designed by Thomas Jefferson. The government of Jeffersonville was invested in a town board of trustees; this system endured until 1839 when Jeffersonville was incorporated as a city. This town was like several other western cities in that its own government predated the establishment of state government. The town board members were elected officials. The ordinances that they passed reflect the growth of the village and their priorities for its public welfare.

Fire was a preeminent concern for any growing community. Maintaining a fire department was an expense most small towns could not afford, so householders were drafted to man the bucket brigades. Towns required householders to provide fire buckets, which were generally the cheapest and only means of transporting water from rivers or wells to the fire. Though great care was taken, few cities escaped a great destructive blaze throughout their early history. (Wade, Richard. *The Urban Frontier*. (1959) Chicago: University of Chicago press, pages 91-94.)

Handout

SMOKE DETECTORS IN INDIANA DWELLINGS

Indiana Code
Abstracted from Public Law 176 (1991)
22-11-18-3.5 Installation of Smoke Detectors in Dwellings

SECTION 3.5 (a) This section only applies to dwellings. . .

c. A dwelling must have at least one (1) functional smoke detector. . .

d. All smoke detectors must be:

  1. battery operated or hard wired into the dwelling's electrical system;
  2. accessible for serving and testing; and
  3. maintained and at least one (1) time every six (6) months tested by the occupant to ensure that the smoke detector is in operational condition.

e. Each owner or the manager or rental agent of the owner is responsible for:

  1. the installation of a required smoke detector; and
  2. the replacement and repair of a required smoke detector within seven (7) working days after the owner, manager, or rental agent is given written notification of the need to replace or repair the smoke detector.

f. A person may not tamper with or remove a smoke detector except when necessary for maintenance purposes.

22-11-18-5 VIOLATIONS; OFFENSES

(c) A person who violates section 3.5 of this chapter commits a Class D infraction.

Grade 9 Lesson Three

Who Is Responsible?

This lesson emphasizes the idea that individuals have personal responsibilities in real-life situations at home and at work. Among the responsibilities that individuals have is for their own safety as well as the safety of others.

Adapted with permission. *Foundations of Democracy: Authority, Privacy, Responsibility, and Justice*, Level V. Copyright 1993, Center for Civic Education, Calabasas, CA, pp. 152-160.

Curriculum Connections:

Health and Safety, English/Language Arts, Social Studies (Civics, U.S. Government, Law Education)

Key Ideas:

- Since many people share responsibility in most activities, it is important that all parties take their duties seriously.
- Determining who is responsible in any situation is complex and requires thoughtful analysis regarding all parties involved.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- explain positions regarding who should be considered responsible in two hypothetical situations.
- explain three reasons for wanting to determine who should be considered responsible for a particular situation.
- apply five analytical questions to make a decision about responsibility in a hypothetical situation.

Introductory Activity:

Ask students to discuss the following situation with a study partner and to be prepared to explain answers to the questions that follow:

The Collision:
Early one morning Charlotte was driving her small sports car down a narrow, residential street. Just then, George backed his station wagon out of his driveway into the path of the sports car. He could not see the oncoming car because a large moving van parked on the street blocked his vision. Charlotte was distracted by a cat running across the road and didn't notice the station wagon until it was too late. The cars crashed.

What do you think?
1. Who should be held responsible for this collision?
2. How did you make your decision? What things did you consider?

Core Activities:

1. After discussing the collision and the two follow-up questions, ask the class why it can be useful to be able to determine responsibility. Three ideas should emerge from the discussion. We might want to decide who is responsible in order to:
   a. reward a person for a positive act he or she has done.
   b. penalize a person for a wrong he or she has caused.
   c. guide our own actions in the future.

2. Discuss the first steps in determining responsibility as (1) clarifying the event for which responsibility is being determined, and (2) clarifying who is involved that might be considered responsible. In the story above, the event to be analyzed is an automobile accident. Those involved included:
   a. Charlotte, the driver of the sports car.
   b. George, the driver of the station wagon.
   c. the person who parked the moving van that blocked George's view.
   d. the person who let out the cat that distracted Charlotte.

3. Next, ask students to apply five questions to help determine responsibility:
   a. Cause - How might each person be considered to have caused the event?
   b. Duty - Did the person's conduct fail to fulfill a duty or obligation he or she had?
   c. State of mind - What was the person's state of mind when the event happened?

      Four factors to think about here include:
      - intent - did the person intentionally cause the event?

- recklessness - was the person who caused the event reckless?
- carelessness - was the person who caused the event careless?
- knowledge of consequences. Did the person know the probable results of their actions?

d. Control - Did the person have control over their actions? Did they have a choice?

e. Interests - Did the person have more important interests or concerns that caused them to act as they did? (e.g., swerving to avoid a child)

4. Ask students to apply these questions to determine who is responsible in the following situation.

Mary and her friend Lupe were talking in the lunch line. Tom, who was in line in front of them, received his lunch and turned to leave. Just then, Mary bumped Lupe who fell against Tom who dropped his lunch. Lupe claimed Mary bumped her on purpose. Mary said it was a mistake, and that she had slipped. Who should be considered responsible for the accident?

Additional Activity:

Form small groups to write new scenarios where responsibility is unclear. Exchange stories among groups for analysis using the questions above.

Evaluation/Assessment:

Given a new scenario (see Handout), each student will apply the five analytical questions to help determine responsibility. Responses may be given orally, in writing, or through a graphic organizer, such as a chart.

Home Connection:

Using newspapers and magazines at home, students might find a current situation where responsibility is in dispute. Students may wish to discuss the situation with family members, before bringing the article to class for a discussion.

Resources:

Handout: Scenario - "Who is responsible?"

Handout

SCENARIO — Who is Responsible?

An accident on the job.

On June 16, James Olson cut his right arm in an accident on his job. He was working with a new table saw at Beamer's Carpentry Shop. It was a serious cut, and his medical expenses were high. After the accident, the health insurance investigator interviewed a number of people at the carpentry shop and collected the following information:

At the time of the accident, James Olson was using the saw to cut eight-foot lengths of redwood. Olson was a skilled saw operator. However, it was his habit to run the saw without a blade guard. The purpose of the blade guard is to shield the saw operator from the saw blade. A company rule required the blade guard to be used, but Olson claimed the guard just got in his way. He was not using it on the day of the accident.

Nick Greeley is a forklift operator at Beamer's. On the day of the accident, he was operating his forklift near James Olson's saw. Greeley accidentally backed into the saw causing it to suddenly slide toward Olson. Nick Greeley admitted that he had not been feeling well that day, but did not take a day off work because he had been told that he was missing too much work lately. He was afraid that if he took a sick day he would lose his job.

Bill Beamer is the owner and shop manager at Beamer's. He had made the decision to buy this particular saw from Shop Machinery, Inc. The saw was delivered with instructions for bolting the table to the floor. Bill Beamer didn't bother to bolt the saw down. He assumed that the weight of the saw alone was enough to hold it steady.

Grace del Campo is an inspector for Shop Machinery, Inc. It is her job to follow up on each piece of machinery sold to be sure that it has been properly installed and is working correctly. Three days before the accident, Grace was scheduled to check the saw at Beamer's. She was in a hurry to complete her inspections that day because she was leaving on vacation right after work. Since she was only going to be gone a week, she decided to go to Beamer's as soon as she got back. She did not inspect the saw before the accident.

What do you think?

Prepare an oral, written, or graphic analysis explaining who you think should be held responsible for the injuries to James Olson. Make sure you include the following information: What were the jobs of the various persons mentioned in this scenario? What responsibilities does each of those jobs involve? What responsibilities did each of these persons fail to carry out? Why? What were the consequences?

Grade 9 Lesson Four

Using TV and Media Responsibly

In this lesson, students learn to recognize the differences in television and other news media and consider their responsibilities for evaluating and using information.

Curriculum Connections:

English/Language Arts, Social Studies

Key Idea:

- Citizens have the responsibility to evaluate sources of information and keep themselves informed.

Key Connections to Citizenship Education:

Good citizens:
- respect themselves.
- take responsibility for obligations to family and community.

Objectives:

Students will:
- separate the TV world from reality. Students will recognize that language used on TV is not always appropriate in other settings, such as the school or workplace.
- identify the advantages and disadvantages of various types of information media, including television, radio, newspapers, news magazines, and on-line news sources.
- explain why it is important for citizens to be well-informed.
- give examples of things that students can do to keep themselves informed.

Introductory Activity:

Ask students to name their favorite TV shows. Discuss whether these programs are realistic or not. Is the behavior, language, and dress seen on these programs acceptable at school or work?

Core Activities:

1. Have students estimate the number of hours of TV viewing they do per week. Mention statistics that indicate that young people watch 25 to 40 hours of TV per week. How does this compare to the number of hours they spend at school?
2. Discuss alternative ways of entertaining oneself and of getting information. Help students identify different types of news media, including television, radio, newspapers, news magazines, and on-line news. What are the advantages and disadvantages of each as information sources?
3. Working in small groups have students develop charts comparing the advantages and disadvantages of two types of media, such as a) television/radio; b) newspapers/ news magazines; c) on-line news/television; d) newspapers/television. Ask students to consider issues such as speed of reporting, convenience or accessibility, accuracy, objectivity, amount of space or time available for researching and reporting the news, amount of in-depth analysis available, etc. Each group should report its findings to the class.
4. Present students with this quote from Thomas Jefferson: "Whenever people are well informed, they can be trusted with their own government." Ask students to explain this statement and to consider their responsibilities as consumers of information. As a class, generate a list of things that students can do to be well-informed. Some students might want to prepare the list and the Thomas Jefferson quote as posters for the classroom.

Additional Ideas:

1. Students could create a newsletter about their community or school.
2. Secure newspapers from other English-speaking countries. Have students compare the content with newspapers from the United States regarding coverage of disasters, scandals, opinion columns, photographs, or sports.
3. Students might compare the coverage of a major news story on local and national television news, on CNN, in the local newspaper, and in a large city newspaper.
4. Students might compare the coverage of a major news story in different types of media: television, radio, newspapers, news magazines, and on-line sources.

Evaluation/Assessment:

Evaluation of students can be based upon an exercise in which students match different types of news media with their respective advantages and disadvantages. Students, also, might maintain journals recording their efforts to stay informed on a specific topic or issue over a period of time.

Home Connection:

With parental encouragement, students could be challenged to turn off the TV for one whole week and then to describe other activities they did instead. Some students might want to take responsibility for a family newsletter to share with relatives and family friends.

Resources:

- Newspapers, news magazines, television and radio broadcasts, and on-line news services.
- The Newspaper in Education (NIE) program provides materials for using the newspaper in the classroom. Contact your newspaper to see if there is a local NIE program or call NIE at 317-633-1010 or 1-800-669-7827.
- Library microfiche, local travelers, and international students can be a source of international newspapers. Foreign newspapers also can be requested through NIE.

Grade 10 Overview

Focus: Respecting the Views and Beliefs of Others

This unit helps students to understand the importance of respecting the views and beliefs of others. The lessons in this unit focus on the development of specific skills, such as distinguishing between factual claims and opinions, and the ability to listen respectfully to others, even when they are expressing opinions that are different from your own. Lessons also examine the freedom of speech and freedom of religion provisions of the Indiana Constitution and emphasize the idea that citizens of a democracy must learn how to carry on civil discussions of important issues.

Key Ideas:

- The opinions of each person should be respected whether or not one is in agreement with those ideas.
- When there are differences of opinion, it is important to respectfully disagree.
- The civil discussion of differences of opinion is essential to a democracy.

Key Connections to Citizenship Education:

Good citizens:
- treat others the way they would want to be treated.
- respect themselves.
- respect the rights of others to have their own views and religious beliefs.
- respect the Constitution of the State of Indiana.

Lessons:

1. *Separating Fact and Opinion*
2. *Listening to Differing Opinions*
3. *Respecting the Views of Others*
4. *Respecting the Religious Beliefs of Others*

Culminating Activity:

As a culminating project, students might organize a formal discussion or debate on a topic of interest to students and members of the local community. Students might develop their own format for this discussion or use a format that has already been developed, such as the debate format used by Indiana Close Up. (See the Resources section of this guide.) Students might present this discussion in the classroom or demonstrate their civic discussion skills for other classes or the entire school in an assembly. Invitations to attend might be extended to parents and other community members.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Civics and United States Government)

Civic Ideals and Practice - Students will:
Develop a commitment to the civic values needed to function responsibly in a democratic society.

- explain the rights and responsibilities of a citizen.
- understand the relationship of rights to each other and to other values and interests of society.
- demonstrate respect for differences of opinion.
- clearly articulate views and interests.

English/Language Arts (Grades 9-12) - Students will:

- distinguish between objective and subjective presentations of information and events.
- work collaboratively to generate ideas and solve problems.
- express and substantiate their own ideas.
- participate in formal and informal debates.

Grade 10 Lesson One

Separating Fact and Opinion

This lesson helps students distinguish between factual claims, which can be either verified or proven untrue, and statements of opinion and emphasizes the importance of respect for the views and beliefs of others.

Curriculum Connections:

English/Language Arts and Social Studies (Civics and United States Government)

Key Ideas:

- Each person should be respected even when holding different views or opinions.
- When there are differences of opinion, it is important to respectfully disagree.
- The civil discussion of differences of opinion is essential to a democracy.

Key Connections to Citizenship Education:

Good citizens:

- treat others the way one would want to be treated.
- respect themselves.
- respect the rights of others to have their own views and religious beliefs.

Objectives:

Students will:

- describe the difference between a factual statement or claim and an opinion.
- use the definitions of factual claims and opinions to identify factual claims and opinions in conversations.
- demonstrate appropriate ways of respectfully disagreeing with another's opinion.

Introductory Activity:

Ask students if they can separate facts from opinions. In order to learn to respect the opinions of others, it is crucial that students learn to recognize statements of opinions as opposed to factual claims. Use the following as an introductory exercise for this important skill:

Fact or Opinion?

Definitions: *Factual Claims* can be determined to be true or false through examination of data. *Opinions* are subjective statements that cannot be determined to be true or false.

Write *Factual Claim* after a statement that can be determined to be true or false.
Write *Opinion* after a subjective statement.

Do not try to determine whether the statement is true or false, but only whether it is a factual claim or an opinion.

1. Abraham Lincoln is the greatest figure in Indiana history. (Opinion)
2. Indiana exports large amounts of agricultural products. (Factual Claim)
3. The Indiana State Fair is the best state fair in the Midwest. (Opinion)
4. The first capital of the state of Indiana was Madison. (Factual Claim)
5. Gary is northeast of Richmond. (Factual claim)
6. Purdue has a better sports program than either IU or Notre Dame. (Opinion)
7. Life in Indiana has never been better than today. (Opinion)
8. The most beautiful part of Indiana is along the Ohio River. (Opinion)
9. Agriculture is more important to Indiana than industry. (Opinion)
10. Indiana is more rural than urban. (Factual Claim)
11. The National Road (U.S. 40) runs through the middle of Indiana. (Factual Claim.)
12. When it comes to sports in Indiana, basketball is king. (Opinion)

Core Activities:

1. Discuss answers to the introductory quiz, clarifying which items are factual claims and which are opinions.
2. Ask student to work with a partner to write three factual claims or statements and three statements of opinion. Collect the statements and discuss them.
3. Have students respond to the following scenarios:
    a. Two friends are in a heated argument. You recognize that they are arguing over a factual claim. What would you recommend to resolve the argument?
    b. Two friends are arguing over a statement of opinion. What do you recommend ?
4. Discuss how these two situations differ. Which argument is easier to resolve? What happens when factual claims are treated as statements of opinion? What happens when statements of opinion are treated as factual claims?

5. Discuss the following statements. In what situations might they be helpful?
    a. "I understand that is your opinion, but I respectfully disagree."
    b. "I believe that you are sincere in your opinion, but I still disagree."
    c. "We really don't have to argue about this. We can look up the information and settle it.
    d. "I respect your opinion, but here are the reasons that I disagree."
6. It is important for students to understand that there are frequent differences of opinion regarding important issues in a democratic society like ours. Engage students in the following questions: Is a difference of opinion always a negative thing? When can a difference of opinion be helpful? What conditions need to be present for a difference of opinion to be constructive?
7. In groups of two, have students write their own scenarios, in which there is a difference of opinion, and develop the appropriate dialogue for a respectful discussion. Have teams model their completed scenarios and dialogues for the class.

Additional Ideas:

1. Examine letters to the editor in the local newspaper. Ask students to list opinions and factual claims found in the letters.
2. Research each of the factual claims in the introductory quiz to determine if they are true or false.
3. Compose a letter to the editor in regard to a local issue. The letter should contain at least two factual claims and two opinions.

Evaluation/Assessment:

Evaluate student scenarios and dialogues on the basis of specific criteria that have been discussed with students in advance. For example: Is the issue in dispute clearly identified? Do both parties have an opportunity to state their views? Do students show respect for each other's opinion?

Resources:

- Local newspapers

Grade 10 Lesson Two

Listening to Differing Opinions

This lesson focuses on a skill that is essential to civil discussion, the ability to listen respectfully to others, even if you do not agree with their opinions.

Curriculum Connections:

English/Language Arts, and Social Studies (Civics, United States Government, and all classes where discussion strategies are used)

Key Idea:

- Each person should be respected even when holding different views or opinions.

Key Connections to Citizenship Education:

Good citizens:
- treat others the way they would want to be treated.
- respect themselves.
- respect the rights of others to have their own views and religious beliefs.

Objectives:

Students will:
- listen carefully to opinions stated by others.
- respect the right of others to hold opinions that are different from their own.

Introductory Activity:

Ask five students to come to the front of the room. Begin a discussion on some current community issue. The five students have 30 seconds to share their opinion on this topic. The unusual thing is that all five have been instructed to speak at once. Tell them when to start and time them. Afterwards, find out if anyone can remember the opinions expressed by any of the students. Allow everyone in class to have this experience by breaking into small groups of three to five students. Everyone in each group has 30 seconds to express an opinion with everyone talking at once. After time has been called, debrief the group using the following questions: What is the problem here? Is this the way we sometimes attempt to communicate? Does it work?

Core Activities:

1. Structure a class discussion in which all may participate using the "Council" format. Pick a topic of current interest in the school or community. Students should sit in one large circle. A "talking stick" is given to the first student who wishes to express an opinion. Guidelines are to state honest opinions in no more than one minute and then to pass the talking stick to the next person. No one may talk, interrupt, or contradict unless it is his or her turn to hold the stick. This rule should be rigorously enforced.
2. After the Council activity has been completed, conduct a general discussion about the topic to hear any final comments and reach any general conclusions.
3. Debrief students on the discussion to examine how hard it was to listen to differing opinions in the Council format. Find out how students felt about not being able to blurt out responses to the opinions being expressed. Ask the following questions: Was it easy or hard to wait for the talking stick? Did some opinions make you upset? What did you do? Did this format promote better listening? How important is it to listen carefully to the opinions of others before we respond?
4. Continue the same discussion or start discussing a new topic using the following guidelines: Whoever wants to speak next in the discussion must briefly restate the opinion of the previous speaker before proceeding. Debrief the class regarding whether this guideline promoted more respect for the opinions of others.

Additional Ideas:

1. As a class, visit a meeting of a local governing body to learn how discussion of issues is carried out and public participation is insured. Students should take responsibility for preparing for this experience by writing to the leaders of the organization and studying its procedures in advance.
2. Carry out an organized classroom discussion of specific issues using a prepared format and background information. (See Resources below.)

Evaluation/Assessment:

Set up a new discussion on another day in which the students set up the ground rules to discuss an issue. Evaluate student participation in the discussion on the basis of the following:

1. The conversation was civil.
2. Everyone who wished to speak had the opportunity to be heard.
3. Various opinions were expressed.
4. Opposing views were respected.

Home Connections:

Invite parents or other community members to visit the class and describe the guidelines for discussion of issues in any organization to which they belong. Individual students might attend a meeting of a local organization to learn about the provisions that are made to insure civil public discussion.

Resources:

- The "Council" discussion format may have its origin in Native American discussion practices, specifically in the traditions of the Iroquois League, which permitted representatives to its "Council of Fifty" to speak until they had completed their thoughts without interruptions. (See: Sahr, David E. *Social Education,* "Native American Governments in Today's Curriculum". Washington, D.C.: National Council for the Social Studies, October, 1997, pp 309-315.)

  Use of the "Council" format as a teaching strategy is referenced in Evans, R. and D. W. Saxe. *Handbook on Teaching Social Issues*, NCSS Bulletin 93. Washington, D.C.: National Council for the Social Studies, 1996, p. 86.

- There are a number of programs that offer a specific public discussion format and background materials. They include *Indiana Close Up*, a discussion of issues related to the Indiana Constitution, sponsored by the Indiana Historical Bureau, 140 North Senate Avenue, Indianapolis, Indiana 46204.

Grade 10 Lesson Three

Respecting the Views of Others

This lesson helps students to understand that respect for the views and beliefs of others is an important part of our democracy. When viewpoints differ, effective citizens engage in civil discussion.

Curriculum Connections:

English/Language Arts and Social Studies (Civics, Indiana Studies, United States Government)

Key Ideas:

- The opinions of each person should be respected whether or not one is in agreement with those ideas.
- Public debate and discussion are important parts of the American tradition.

Key Connections to Citizenship Education:

Good citizens:

- treat others the way they would want to be treated.
- respect the rights of others to have their own views and religious beliefs.
- respect the Constitution of the State of Indiana.

Objectives:

Students will:

- describe the support found in the Indiana Constitution for each individual's right to freedom of thought and opinion.
- demonstrate respect for the views and opinions of others.
- practice conversation skills that contribute to civil discussion.

Introductory Activity:

Ask students if they ever really got upset after listening to someone's opinion. Did they argue with the person? What happened? Write on the board or the overhead the following section of the *Constitution of the State of Indiana* (1851).

> Article 1, Section 9. [Right to free thought, speech, writing and printing; **Abuse of right]**. No law shall be passed, restraining the free interchange of thought and opinion, or restricting the right to speak, write, or print, freely, on any subject whatever: but for the abuse of that right, every person shall be responsible.

Discuss what this section means for opinions different from our own.

Core Activities:

1. Ask students why people become involved in discussions and arguments at all. Why do they engage in discussion? Do they like to argue? Why?
2. Three purposes for expressing opinions are: a) to persuade; b) to express feelings; and c) to clarify points of view. Ask students for examples of each from conversations they have had recently:
   a. Persuading and winning - for people who want to convince other people about their point of view.
   b. Expressing feelings - for people who want a sympathetic audience or just need to get some things "off their chest."
   c. Clarifying of opposing points of view and problem-solving - for people trying to clarify and solve a problem.
3. Ask which of three purposes fits the following conversation:
   Joe: You know, Bill, there's no better football team than the Chicago Bears.
   Bill: Coming from the Chicago area, I can see how you'd feel that way, Joe. But there are a lot of good teams.
   Joe: Well, everybody I know is crazy about "da Bears." They are just great! Playing outdoors at Soldier Field . . . that's real football! It takes a strong team. You don't really think Indiana has anything to compare to that, do you?
   Bill: Joe, I guess you've just never had the opportunity to see some of our Indiana teams play. Come visit Indiana next fall, and I'll take you to some great football games.
4. Ask students, in groups of three to four, to write short conversations illustrating each of the three purposes stated above. Then read the conversations to the class to see if they can identify its purpose. More than one purpose is possible.
5. Discuss which of the three purposes is most important in maintaining a democracy. Why? Is respect for different viewpoints essential for a democratic system?

6. Introduce students to strategies for carrying on a civil discussion, with another individual or in a group, where there are opposing points of view and a need for problem-solving. Such strategies include:
   a. Listening carefully and courteously to another person's point of view;
   b. Stating the issue or issues in the discussion clearly and identifying points of agreement and disagreement;
   c. Listing issues that individuals or members of a group agree to discuss;
   d. Agreeing to disagree on some topics when no agreement is possible in order to take up another issue or topic;
   e. Reflecting on the quality of the discussion in order to improve discussion skills.
7. Have students work in groups of three or four to develop a discussion on a specific issue using the civil discussion skills that have been introduced. Students can then present the discussion to the class in the format of their choice, such as a panel discussion, a play, a musical, or a graphic presentation.

Additional Ideas:

1. Help students organize a classroom discussion on an issue of concern in the local community. Students should use local news media and resource persons to research the various positions on this issue, so that they may be presented in the discussion.
2. Research examples in American history of individuals who represented or expressed unpopular viewpoints. What means did these individuals use to make their perspectives heard? What provisions of the United States Constitution relate to these cases? What importance do they have in the present?

Evaluation/Assessment:

1. Ask students to explain, in oral or written form, what the Indiana Constitution says about freedom of speech and how that provision applies to individual thoughts and opinions.
2. Evaluate student group conversations on the basis of how well they reflect the three categories: persuading, expressing feelings, and clarifying opposing points of view.
3. Evaluate student group presentations on the basis of how well they demonstrate civil discussion skills.

Home Connections:

1. Invite a member of the local judiciary, a local newspaper editor, or other members of the news media to visit the class and discuss the Freedom of Speech provision of the Indiana Constitution.
2. At home, students might listen to the local news on radio or television and write down examples of persuading, expressing feelings, and clarifying points of view.

Resources:

- Singleton, Laurel and Giese, James. "Preparing Citizens to Participate in Democratic Discourse." In *Handbook on Teaching Social Issues*. NCSS Bulletin 93. Washington, D. C: National Council for the Social Studies, 1996, pp 59-65.
- *The Declaration of Independence, The Constitution of the United States of America, and The Constitution of the State of Indiana.* Published by the Office of the Attorney General, 402 West Washington Street, Fifth Floor, Indianapolis, Indiana 46204.

Grade 10 Lesson Four

Respecting the Religious Beliefs of Others

This lesson introduces students to provisions of the Indiana Constitution that relate to freedom of religion.

Curriculum Connections:

Social Studies (Civics, United States Government, Indiana Studies, Law Education)

Key Ideas:

- The Indiana Constitution upholds the right to religious freedom.
- Religious differences should be respected.

Key Connections to Citizenship Education:

Good citizens:
- treat others the way they would like to be treated.
- respect the rights of others to have their own views and religious beliefs.
- respect the Constitution of the State of Indiana.

Objectives:

Students will:
- be able to describe the protections for freedom of religion found in the Indiana Constitution.
- be able to apply the constitutional provisions for freedom of religion to real-life situations.

Introductory Activity:

Ask students if they know what kind of religious freedoms they have. Freedom of speech is protected by the Indiana Constitution. Is freedom of religion also protected? In what ways?

Have students read the handout entitled, "Freedom of Religion in the Indiana Constitution." This can be done silently or orally.

Core Activities:

1. Review the freedom of religion provisions from the handout with students to make sure that every student has a basic understanding of each provision. Clarify any questions that students may have.
2. Introduce the following hypothetical situations or scenarios that raise questions about religious freedom. Have students determine which section of Article I of the Indiana Constitution applies to each scenario. Based on the Constitution, how would each of these situations be resolved?

   SCENARIO ONE: Amish people in an Indiana community use horses and buggies on the roads for transportation. This is due to an aspect of their religious beliefs. Other members of the community complain that the buggies slow down traffic and create a hazard. They say that the Amish people should drive cars like everyone else. What does the Indiana Constitution have to say about this situation?

   SCENARIO TWO: A potential witness in a court case belongs to a religious group that is very different from other religions in the community. Lawyers argue that the person's "unusual" beliefs should disqualify him as a witness. In view of the freedom of religion provisions of the Indiana Constitution, what should the judge decide?

3. After discussion of the scenarios above, have students work in pairs to write their own scenarios that deal with questions related to freedom of religion. Students then present their scenarios to the class and explain which of the freedom of religion provisions of the Indiana Constitution is applicable.
4. *The Constitution of the State of Indiana* establishes the structure and limits of state government and guarantees certain rights to people. This means that neither the government nor individuals may violate the rights of others. Ask students to consider what this means in terms of our individual conduct and behavior toward others. How can we show respect for the rights of others to have their own views and religious beliefs in our day-to-day behavior? How would each of us want to be treated?

Additional Ideas:

1. Compare the statements in the Indiana Constitution on religion with those in the United States Constitution. How are they similar? How are they different?
2. Read past issues of daily newspapers for real-life situations involving freedom of religion in Indiana. What questions and issues did the articles describe? How does the Indiana Constitution relate to each article?

Evaluation/Assessment:

Students should be able to summarize each of the freedom of religion provisions of the Indiana Constitution in their own words. Student scenarios should be evaluated on the basis of students' ability to identify applicable provisions.

Home Connections:

At home, students might view local and national television news programs over a period of several weeks. If there are news stories relating to religious freedom, students might want to share the information with the class or discuss the stories with their families.

Resources:

- Handout: "Freedom of Religion in the Indiana Constitution," *The Constitution of the State of Indiana* (1851).
- *The Declaration of Independence, The Constitution of the United States of America and The Constitution of the State of Indiana.* Published by the Office of the Indiana. Attorney General, 402 West Washington Street, Fifth Floor, Indianapolis, Indiana 46204.

Freedom of Religion in the Indiana Constitution

Constitution of the State of Indiana (1851)

ARTICLE 1

Section 2. [Natural right]. All people shall be secured in the natural right to worship ALMIGHTY GOD, according to the dictates of their own consciences. [Amended November 6, 1984].

Section 3. [Freedom of religious opinions and rights of conscience]. No law shall, in any case whatever, control the free exercise and enjoyment of religious opinions, or interfere with the rights of conscience.

Section 4. [Freedom of religion]. No preference shall be given, by law, to any creed, religious society, or mode of worship; and no person shall be compelled to attend, erect, or support, any place of worship, or to maintain any ministry, against his consent. [Amended November 6, 1984].

Section 5. [Religious test for office]. No religious test shall be required as a qualification for any office of trust or profit.

Section 6. [Public money for benefit of religious or theological institutions]. No money shall be drawn from the treasury, for the benefit of any religious or theological institution.

Section 7. [Witness competent regardless of religious opinions]. No person shall be rendered incompetent as a witness, in consequence of his opinions on matters of religion.

Section 8. [Oath, or affirmation, administration]. The mode of administering an oath or affirmation, shall be such as may be most consistent with, and binding upon, the conscience of the person, to whom such oath or affirmation may be administered.

Grade 11Overview

Focus: Hoosier Pride/ American Pride

This focus of this unit is pride in Indiana's heritage of civic responsibility. Lessons deal with an introduction to the representatives who drafted Indiana's Constitution of 1851, the development of Indiana's flag in 1916, and the history of the voluntary tradition, which has distinguished good citizens in America from early times to the present.

Key Ideas:

- Citizens of the past made personal sacrifices and took pride in carrying out their civic responsibilities.
- Since the 1850s, citizenship rights and responsibilities have been extended to more people.
- Indiana's flag represents liberty and enlightenment.
- The Indiana Flag and the American flag are symbols of our state and our nation.
- The voluntary spirit has distinguished good citizens in America since early in our nation's history.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- take personal responsibility for obligations to family and community.
- respect the national flag, the Constitution of the United States, and the Constitution of the State of Indiana.

Lessons:

1. *Who Created Indiana's Constitution?*
2. *A Flag for Indiana*
3. *The Roots of the Voluntary Spirit*

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (United States History)

Citizenship and Government - Students will:

- explain and illustrate the process of expanding democracy through the extension of citizen/individual rights and responsibilities throughout United States history.
- describe the organization of state and local governments.
- identify the major responsibilities of state and local governments.

Civic Ideals and Practice - Students will:

- analyze the relationship between citizens' rights and responsibilities.
- recognize the necessity for civic responsibility in order to preserve and improve our constitutional democracy.

Inquiry Skills - Students will:

- use primary and secondary resources to organize and make informative decisions, draw conclusions, design presentations, and evaluate actions.

English/Language Arts (Grades 9-12) - Students will:

Communicate orally with people of all ages by:

- working collaboratively to generate ideas and solve problems.
- expressing and substantiating their own ideas.

Write for different purposes and audiences producing a variety of forms including:

- synthesis and analysis of information from a variety of sources.

Grade 11 Lesson One

Who Created Indiana's Constitution?

This lesson is intended as an introduction to the study of the Indiana Constitution of 1851. By examining a sample of the representatives to the convention, students will gain information about life in Indiana in the 1850s and understand that people in the past took pride in carrying out their civic responsibilities. They also will begin to understand that, over time, civic rights and responsibilities have been extended to more and more people.

Curriculum Connections:

Indiana Studies, U. S. Government, U. S. History.

Key Ideas:

- The Indiana Constitution of 1851 was written by citizen leaders from all over Indiana who represented many walks of life.
- Hoosiers of the 1850s made personal sacrifices in order to carry out civic duties.
- Since the 1850s, the right to participate in government has been extended to people who were not represented in the past.

Key Connections to Citizenship Education:

Good citizens:
- respect the Constitution of the State of Indiana.
- respect authority.

Objectives:

Students will:
- analyze the characteristics of the members of the constitutional convention.
- describe the long heritage of the Indiana Constitution.
- describe ways in which citizen participation in government has changed since the 1850s.

Introductory Activity:

1. Ask students if they consider themselves to be "Hoosiers." What does this term mean? There are a number of stories about how this word originated in Indiana's past. The best definition of a "Hoosier" today is "a person who was born or lives in Indiana."
2. Ask students about the reasons that Hoosiers are proud of their state. Students may mention sports teams, the beautiful landscape, or Hoosier heroes. Suggest to students that they also can be proud of Indiana's heritage of civic involvement.

Core Activities:

1. Pass out a copy of the Handout on the Constitutional Convention of 1850 to each student. Ask students to examine the Handout to determine what it is about. They should be able to answer basic questions, which set the context for the constitutional convention:
    a. When did the members of the convention gather?
    b. Where did they gather?
    c. Why did they gather?
    d. What categories of information are provided for each member of the convention?
    e. From the remarks of these representatives, can you tell if they seem proud that they are involved in drafting a new constitution? What personal sacrifices did they have to make in order to perform this civic duty?

2. Set up teams of students to look at each of the categories listed below.

    Characteristic of Representatives:
    a. age.
    b. county represented.
    c. occupation.
    d. political party.
    e. married or single.
    f. remarks.

    Keep in mind that the handout provides only a sampling of 26 of the 156 representatives to the convention. Although the information is not complete, teams can analyze their category by counting, graphing, charting, and researching the data provided. For example, what was the distribution by age, and what conclusion might this lead to? What occupations were represented? How does this compare to today? How and why do you think these individuals were chosen to represent their communities? What groups of people were well represented? What groups were not well represented?

3. Discuss how representatives are selected to address state concerns today. How has participation in government changed since the 1850s?

Additional Ideas:

1. Have students research each entry in the "Remarks" column that they don't understand to find its historical meaning.
2. Using the complete listing of the members of the constitutional convention, available from the Indiana Historical Bureau, create a computer data base for members of the convention, and create computer charts and graphs to illustrate the group conclusions discussed above.
3. Research the history and provisions of Indiana's first constitution.
4. Research voting rights in the 1850s and compare with voting rights today.
5. Involve your class, or your school, in the Indiana Kids' Election, which takes place on election day in each General Election year.

Evaluation/Assessment:

Evaluate students on the basis of their written response to the question: "Who organized Indiana government?" Students should be able to draw some tentative conclusions about the people who developed the Constitution of 1851. Such conclusions should deal with the areas of the state represented, the types of occupations practiced by representatives, and age groups represented. Students also might begin to make some inferences about everyday life during the 1850s. They should be aware of the fact that, according to the laws of the day, specific categories of people did not have the opportunity to participate or be represented at the convention. These groups included women, African Americans, and Native Americans.

Home Connections:

Invite parents and community members to participate in a classroom panel discussion of civic rights and responsibilities, such as voting and serving in public office.

Resources:

- Handout: Sample of "Members of the Convention to Amend the Constitution of the State of Indiana," from Document Number 5, Constitutional Convention Broadside, 1850, *BROADSIDES, Indiana the Early Years, Politics*, Indianapolis, Indiana Historical Bureau, 1987.
- A number of publications and resources on the Indiana Constitution are available from the Indiana Historical Bureau. Among these publications is the item listed above and the four volume publication, entitled Constitution Making in Indiana. For a publications catalog and price list, contact the Indiana Historical Bureau, 140 North Senate Avenue, Room 408, Indianapolis, Indiana 46204-2296, 317-232-2535.

- The Indiana Kids' Election is a classroom or school-wide election held on election day in each General Election year. Teaching materials are provided to participating schools. The program is sponsored by the Indiana Department of Education, the Newspaper in Education of the Indianapolis Star/News, the Lilly Endowment, the Indiana State Bar Association, and the Office of the Secretary of State. For information about the program and how to participate, please call the Indiana State Bar Association at 317-639-5465.

MEMBERS OF THE
CONVENTION TO AMEND THE CONSTITUTION
OF THE STATE OF INDIANA
ASSEMBLED AT INDIANAPOLIS, OCTOBER, 1850,

Name	Age	County Represented	Occupation	Politics	Single/ Married	Remarks
O. P. Badger	31	Putnum	Farmer	Whig	Married	For a plain and comprehensive constitution.
O. Beeson	37	Wayne	Farmer	Democrat	Married	Thomas H. Benton for President
H. P. Biddle	----	Logansport	Lawyer	Whig	Married	A good constitution
B. F. Brookbank	28	Union	Teacher	Independent	Married	Brief and comprehensive Constitution without reference to party.
Thomas Chenowith	50	Vermillion	Farmer	Democrat	Married	Opposed to the Slavery agitation
Albert B. Cole	44	Hamilton	Merchant	Whig	Married	For Liberty Principles
D. Crumbacker	31	Lake & Porter	Accountant	Democrat	Married	Equal Rights and Short Sessions
James Dick	44	Knox	Farmer & Trader	Democrat	Married	Economy with efficiency in our Government
John P. Dunn	40	Perry, Spencer	Trader	Locofoco	Single	Candidate for Matrimony
S. Frisbie	66	Perry	Attorney at Law	Whig out & Out	Married	Winfield Scott
George A. Gordon	30	Howard	-----	Democrat	Married	I have 2 Democratic boys and 2 Whig girls
Allen Hamilton	50	Allen	Farmer	Whig	Married	No party but the people of Indiana
N. B. Hawkins	37	Randolph-Jay	Lawyer & etc.	Whig	Married	For an Indiana Constitution
Thomas A. Hendricks	28	Shelby	Attorney	Democrat	Married	Our Union one and undivided
W. S. Holman	28	Dearborn	Lawyer	Democrat	Married	For General Scott for the next President
H. Kendall	37	Wabash & Miami	Farmer	Democrat	Married	Our Union Undivided. Short Session
H. Mather	25	Elkhart	Lawyer	Whig	Married	No party in this Convention
J. B. McFarland	28	Tippecanoe	Physician	Democrat	Married	The Union of these States by Cass President
C. J. Miller	30	Clinton	Bricklayer	Democrat	Married	No North, No South, nothing but the Union
Daniel Mowrer	40	Henry	Woolen Manufacturer	Democrat	Married Married	James Buchanan for President in 1852
John B. Niles	42	LaPorte	Lawyer	Whig	Married	The Union forever
John Petit	43	Tippecanoe	Lawyer	Democrat	Single	Good motives
W. F. Sherrod	27	Orange & Crawford	Physician	Democrat	Single	A candidate for Matrimony
H. S. Smith	39	Scott	Farmer & merchant	Democrat	Married	Father of 11 children at home
H. P. Thornton	66	Floyd	Lawyer	Whig	Married	
J. Watts	50	Dearborn	Farmer	Whig	Married	

Grade 11 Lesson Two

A Flag For Indiana

This lesson introduces students to the history of the Indiana flag and its meaning. It reinforces the idea that the Indiana flag and the American flag should be respected because they represent the highest ideals of our state and nation.

Curriculum Connections:

Indiana Studies, Fine Arts, U. S. Government, and U. S. History.

Key Ideas:

- Indiana's flag represents liberty and enlightenment.
- Indiana's flag was created during the centennial celebration of Indiana's statehood in 1916.
- The Indiana flag and the American flag are symbols of our state and nation.

Key Connections to Citizenship Education:

Good citizens:
- always do their personal best.
- respect the national and state flags.

Objectives:

Students will:
- analyze a primary source (photograph) relating to the creation of Indiana's flag.
- explain the origins of Indiana's flag.
- identify the features of the flag and explain their meaning.
- describe the story of the flag's designer, Paul Hadley.
- compare features of Indiana's flag to those of the flag of the United States.

Introductory Activity:

Ask students to draw the flag of Indiana on a blank sheet of paper. They should then label the colors and mark the date it was created. Students might work individually or in pairs. Tell students this will not be graded, but it will show whether they have noticed details about the flag of our state. Offer a simple prize for the drawing that most resembles the actual flag.

Core Activities:

1. Ask students to study the photograph of the Indiana flag. Photographs can provide primary source information to careful observers. Ask students to closely examine the picture and then to look for clues to answer the following questions:
   a. When was the photo taken?
   b. Who are the people in the photo?
   c. What is the person on the right doing?
   d. What do the features of the flag, the torch, and the stars stand for?
2. Read the following story, entitled "The Story of the Indiana flag," adapted from the BROADSIDES Project of the Indiana Historical Bureau. Then discuss the answers to the same questions discussed above.
3. Discuss the following question: To what extent does knowing the story of the Indiana flag lead to more interest in displaying it and more respect for its meaning?
4. Compare the symbolism of the features of Indiana's flag to that of the American flag.

Additional Activities:

Research the origins of the flags of other states and make comparisons to Indiana's story.

Assessment/Evaluation:

With the cooperation of an elementary or middle school teacher, students might visit a classroom of younger students and tell the story of the state flag using primary documents and their own art work. Students will apply what they have learned about Paul Hadley and the Indiana flag, to create a banner celebrating Indiana's 200th birthday in 2016.

Home Connection:

Invite a member of a local veteran's group or a Scout leader to visit the class to discuss flag etiquette as it relates to both the American flag and the Indiana flag.

Resources:

- Handout: Photograph - Paul Hadley, the creator of the Indiana Flag, and Ralph E. Priest, a student at Heron Art Institute, Indianapolis, 1916.
- Handout: "The Story of Indiana's Flag," adapted from BROADSIDES, Indianapolis, Indiana Historical Bureau.

Handout

THE STORY OF INDIANA'S FLAG

Adapted from the BROADSIDES Project
Indiana Historical Bureau

Hoosiers were ready to celebrate. Their beloved state was going to celebrate its 100th birthday in 1916. How could this great event best be recognized?

Dedicated citizens of the state found many creative ways to answer this question. One of the most lasting was a competition to create a state banner, sponsored by the Daughters of the American Revolution. A Mooresville artist, Paul Hadley, submitted the winning design.

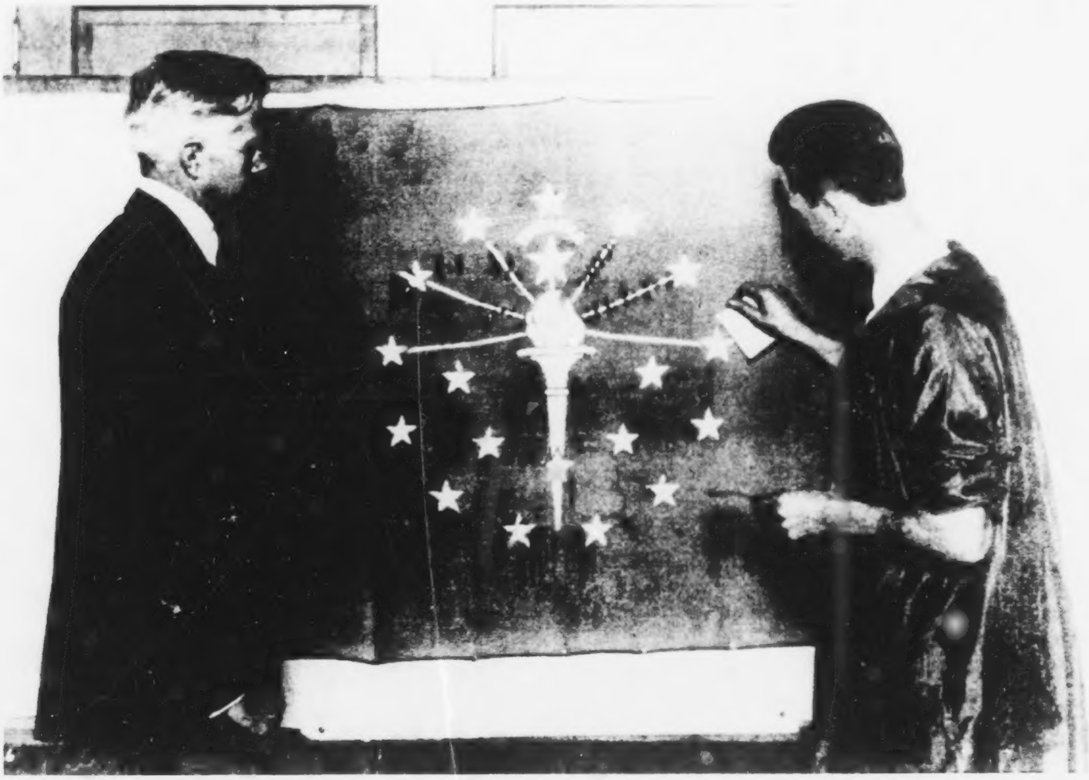
Born in Indianapolis, Paul Hadley studied under Otto Stark at Manual Training School in Indianapolis. Later, he attended the Pennsylvania Museum and School of Industrial Arts in Philadelphia and the Philadelphia Academy of Fine Arts. He first concentrated on designing church windows and then spent ten years in interior decorating. He taught at the Herron Art Institute in Indianapolis for ten years. As an artist, he specialized in painting murals in homes using rural Indiana scenes as his theme.

His banner design features a torch in the center, which stands for liberty and enlightenment. The rays represent the far-reaching influence of these ideas. An outer circle of 13 stars stands for the original 13 states. Five stars in a semi-circle represent the states admitted to the union prior to Indiana. The larger star above the torch stands for the nineteenth state, Indiana.

The Indiana General Assembly officially adopted the banner in 1917. The selection was the concluding act by the General Assembly in commemorating the centennial of the state. The addition of the word "Indiana" was the only change from Hadley's original design. The name was changed from "banner" to "flag" by the 1955 General assembly. The law regarding the state flag can be found in Indiana Code 1-2-2. By law, the state flag is always to be displayed to the right of the American flag, as viewed by the observer.

In the accompanying photograph, Paul Hadley is seen on the left, along with Ralph E. Priest, a Herron Art Institute student who is applying gold leaf to the original banner. A copy of this photograph and related information can be seen in Paul Hadley Junior High School in Mooresville, Indiana.

Paul Hadley (1880 - 1971) is a creative Hoosier to remember.



Indiana State Library

Paul Hadley, on the left, watches Ralph E. Priest, a Herron Art Institute student, apply gold leaf to the original Indiana banner.

Grade 11 Lesson Three

The Roots of the Voluntary Spirit

This lesson helps students to examine the importance of the voluntary tradition in the civic life of their communities.

Curriculum Connections:

Social Studies (Indiana Studies, United States Government, United States History)

Key Idea:

The voluntary spirit has distinguished good citizens in America since early in our nation's history.

Key Connections to Citizenship Education:

Good citizens:
- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own religious beliefs.
- respect one's parents and home.

Objectives:

Students will:
- understand the origins and the continuing influence of the voluntary spirit in America.
- understand the relationship between volunteerism and civic responsibility.
- distinguish the independent or voluntary sector from the business and government sectors of American society.

Introductory Activity:

Introduce students to the ideas of Alexis de Tocqueville.

> In the 1830s, Alexis de Tocqueville, a Frenchman, visited America and was impressed by the self-reliance of Americans. He observed that Americans often formed voluntary associations to solve problems rather than turning to government solutions.

This voluntary spirit is still a strong tradition in America. Each year Americans voluntarily give both their time and their money to support various efforts and community needs. Unlike many other countries, in the United States the independent sector is composed of *thousands of voluntary associations, or nonprofit organizations, that provide a range of* services in the areas of religion, health, education, culture, and the arts.

Core Activities:

1. Discuss what America and Indiana were like in the 1830s.
2. Discuss the differences among the three sectors of American society: a) the business sector, b) government, and c) the independent or voluntary sector. How are they different? How are they alike? Is there overlap?
3. Identify the voluntary associations that serve the local community (i.e., city/town/county). Then have the students categorize these organizations by type (e.g., educational, health, culture, arts).
4. Distinguish among voluntary organizations that serve local, state, national, or international needs (e.g., PTA, Girl Scouts, Boy Scouts, United Way, International Red Cross).
5. Have students choose a voluntary organization to learn more about. For example, students might select the Red Cross or Humane Society. Activities might include researching the origin of this organization, doing a needs assessment, meeting with organizational staff, and doing a site visit.
6. Discuss the meaning of volunteerism and its relationship to civic responsibility. What are the responsibilities of the "good citizen?" How does this impact individual choices and rights? Have students write down individual ideas and then pair with a classmate to discuss.

Additional Ideas:

1. Have students do a research project to identify the first voluntary association to be established in the community (city/town...).
2. Distinguish between organizations that serve the public good and factions, such as gangs, that divide communities.
3. Some scholars say that the spirit of volunteerism is declining in America. If Alexis de Tocqueville came back today, would he still think America was a nation of volunteers? Do you think volunteerism might be declining in America? If so, students might consider the possible causes.

Evaluation/Assessment:

Make a list of business, government, and non-profit organizations and ask students to classify each into the three categories. Observe if students can make distinctions among the three types of organizations. Have students respond to the following idea: "The voluntary spirit has distinguished good citizens in America since early in our history to the present."

Home Connection:

Keep parents informed of the purpose and activities involved in this unit. Some parents may wish to discuss with their children the kinds of volunteer work they do and include their children in these activities. Students can show the voluntary spirit by helping out more at home. Suggest that students surprise their families by volunteering to do a chore that is not normally theirs to do.

Resources:

The following books and articles provide valuable background information:

- Bradley, Phillips, ed. *Democracy in America by Alexis de Tocqueville, Volume 2*. New York: Alfred A. Knopf, 1987. (Volume I of *Democracy in America* was published originally in 1835 and Volume II in 1840.)
- Patrick, John J. "Civil Society in Democracy's Third Wave: Implications for Civic Education." *Social Education* 60 (7) (November/December 1996): 414-417.
- Center for Civic Education "What was America like in the 1780s?" *We the People: Teacher's Guide, Level II Middle School*, Calabasas, California: Center for Civic Education, 1991.-28

Photography by Deborah Beigh

SENIORS HELPING SENIORS
Zionsville High School Seniors donate a Saturday morning to help senior citizens with outside chores.

Grade 12 Overview

Focus: Taking Responsibility for Earning a Living

This unit for Grade 12 emphasizes that it is important for young people to develop their potential and take personal responsibility for preparing themselves to earn a living. The lessons in this unit are interdisciplinary and may be adapted for other levels and a number of subject areas, including Economics, English/Language Arts, and Career Education.

Key Ideas:

- Individuals are responsible for supporting themselves and their families.
- Individuals are responsible for developing their own human capital (skills and knowledge), both for personal satisfaction and for the good of one's family and community.
- Every individual has knowledge, skills, creativity, and interests that he or she can use in the labor force.
- First impressions created in job applications and job interviews are extremely important in getting a job.
- In order to get a job and earn a living, it is important to know what employers expect.
- Both skills (human capital) and good attitudes are important for success in a job or career.

Key Connections to Citizenship Education:

Good citizens:

- always do their personal best.
- take responsibility for earning a livelihood.
- respect themselves.
- are honest and truthful.

Lessons:

1. *My Skills Inventory*
2. *Completing a Job Application*
3. *What Employers Want*
4. *"Dear Dr. Einstein: Please submit your resume . . ."*

Culminating Activity:

Culminating activities for this unit could include a service-learning project based on students' career interests. This might allow some students to work as volunteers in a community agency or other community activity in order to explore and develop their skills. In another type of service activity, students might decide on a needed service related to jobs that they could provide. For example, students might conduct a survey or a needs assessment to explore the types of jobs available in the locality and the types of training and educational opportunities offered. They might develop recommendations for a better match between jobs and training. Another type of culminating activity might involve "shadowing" an employer or an employee in a student's job interest area. In both cases, the effectiveness of this activity could be measured by having students compare their perceptions about their job readiness before and after the activity.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grades 9-12)

Economics - Students will:

- Students will explain the importance of labor productivity to individuals, firms, and nations by explaining how labor productivity affects income, production costs, and national standards of living.

English/Language Arts (Grades 9-12) - Students will:

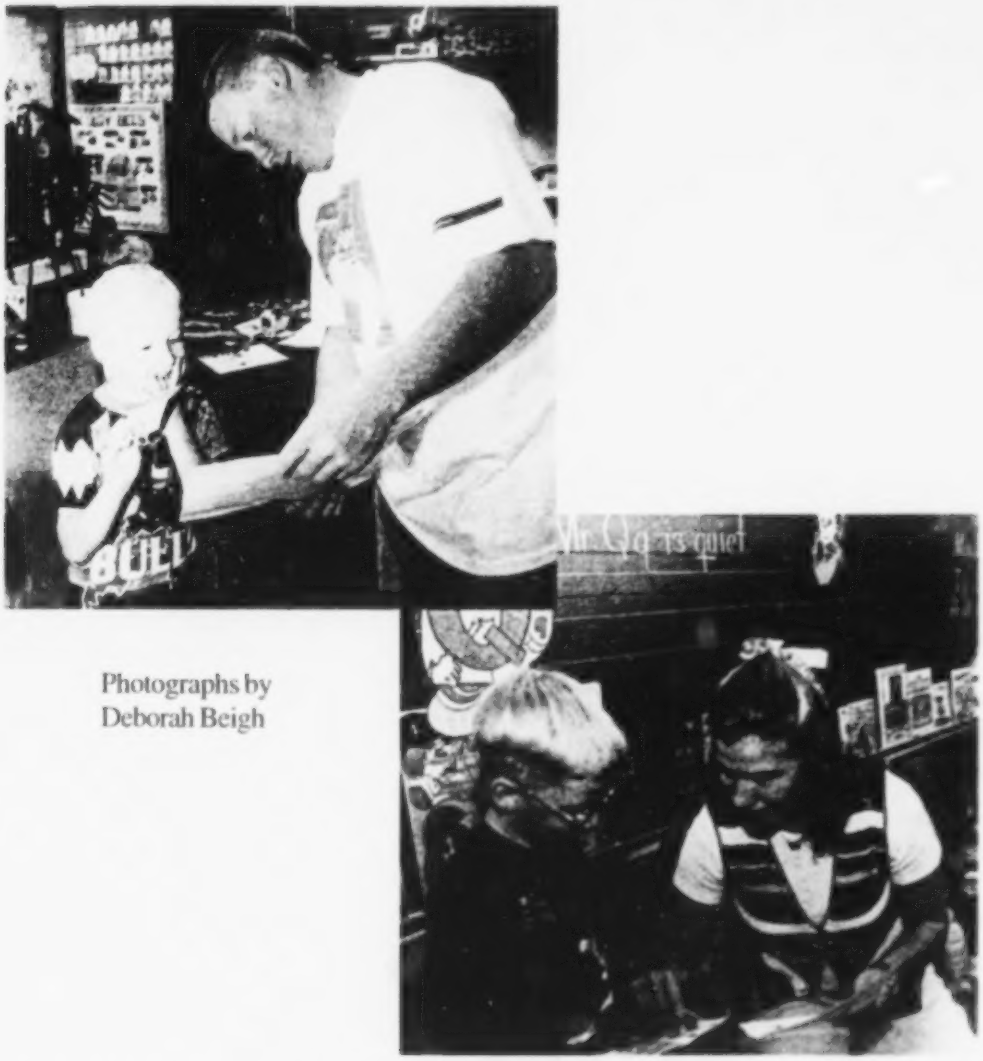
- comprehend developmentally appropriate materials, including a broad variety of literature, magazines, newspapers, routine business documents, and reference materials.
- write for different purposes and audiences producing a variety of forms, including synthesis and analysis of information from a variety of sources; completion of complex forms; and procedures and directions.
- communicate orally with people of all ages by participating in interviews and formal and informal debates.

Career Education (Grades 9-12) - Students will:

- understand the relationship between educational achievement and career planning.
- understand the need for positive attitudes toward work and learning.
- demonstrate the skills to interact positively with others.

Source:
National Career Development Guidelines, National Occupational Information Coordinating Committee.

For complete proficiency guides in the various subject areas, contact the Office of Program Development, Indiana Department of Education, Room 229, State House, Indianapolis, Indiana, 46204-2798, telephone number 317-232-9186.



Photographs by
Deborah Beigh

Seniors from Southmont High School in Crawfordsville teach economic concepts to kindergarten students at Ladoga Elementary School, Ladoga, Indiana.

BEST COPY AVAILABLE

Grade 12 Lesson One

My Skills Inventory

This lesson helps students to understand that they are responsible for developing the skills and knowledge they need to compete in the labor force.

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Curriculum Connections:

Social Studies (Economics), Career Education, English/Language Arts.

Key Ideas:

- Every individual has knowledge, skills, creativity, and interests that he or she can use in the labor force to produce goods and services.
- Individuals are responsible for developing their own human capital (skills and knowledge), which they can use to earn a livelihood.
- By specializing, individuals gain skills and knowledge that give them a comparative advantage in a specific area and enable them to compete in the labor force.

Key Connections to Citizenship Education:

Good citizens:
- always do their personal best.
- take personal responsibility for earning a livelihood.
- respect themselves.

Objectives:

Students will:
- examine the relationship of personal income to productivity.
- list skills, knowledge, creativity, and interests that make up human capital.
- demonstrate that people are responsible for developing their own set of skills and knowledge, their own human capital.
- assess their future interests in various skill areas.

Introductory Activity:

Take a quick poll of students to see how many like animals. Write down the number on the board. Then ask and write down how many like sports, arts, music, and mechanics. Ask students if they have considered getting jobs in one of these fields of interest. Ask for examples of job possibilities. Animals: pet grooming, kennel operations, veterinarian, veterinary assistant; Sports: sporting goods sales, coach, referee, physical education teacher, health club worker; Visual Art: graphic designer, photographer, photography equipment and camera sales, advertising, museum curator or exhibits designer, graphic designer; Music: sound technician, manager, theatre set designer, recording artist; Mechanics: auto repair, pilot, industrial design, airport operations. Remind students that everyone has a unique set of skills and knowledge, called human capital, which needs to be considered when seeking job opportunities.

Core Activities:

1. Ask students how income is linked to productivity. Clarify the following ideas: In general, the greater our productivity, the higher our incomes. Our productivity is directly tied to our stock of human capital. This stock can be increased through training, education, and experience on the job. We add to our stock of human capital by investing in ourselves. People born with a good singing voice must invest time and money in training and practice to turn talent into a saleable skill.
2. Ask students to complete the "My Skills Inventory" handout. Make sure they know that they may add words or skills to each category or add categories. This is an individual activity for each student's own use. Group discussion should focus on questions volunteered by students.
3. Ask students to write down one skill that might be their comparative advantage. A comparative advantage is the economic term for a higher level of skill or talent relative to others in the labor force. People should specialize in those activities in which they have a comparative advantage.
4. Conclude the lesson by completing the handout entitled, "Skills in My Future." Emphasize to students the importance of planning to develop future skills, so that they can earn a better livelihood.

Additional Ideas:

Students might consult business magazines to identify the skills that will be needed in the labor market in the coming decade. Students can list those skills on a chart and compare them with their personal interests.

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Evaluation/Assessment:

Evaluate students on how well they complete the "Skills in My Future" handout. Students should discuss their responses, make improvements or additions, and take a copy of their best work home to share with parents.

Home Connection:

Students might ask family members what skills they consider to be the student's comparative advantage. Invite parents and other community members to visit the class and discuss how they developed their own special skills and interests.

Resources:

- Handout: "My Skills Inventory"
- Handout: "Skills in My Future"

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Handout

My Skills Inventory

Skills, knowledge, interests, and creativity are unique to each individual. They come in many different forms and comprise an individual's human capital.

Circle the skills and activities that interest you. You may add words or skills to each category or add more categories. Skip categories that do not interest you. This inventory is for your own use.

VERBAL (language):
persuading, planning, problem-solving, motivating, advising, decision-making, supervising, selling, managing, negotiating, interviewing, writing, broadcasting.

HUMANITARIAN:
health care, teaching, training, counseling, child care

SELLING:
speaking, explaining, demonstrating, promoting, advertising

MECHANICAL:
drafting, reading blueprints, recording sounds, repairing, using tools, driving, piloting

ANIMAL CARE:
grooming, kennel management, veterinary assisting, pet sitting

PROTECTIVE:
law enforcing, fire fighting, investigating, security guarding

ARTISTIC:
making music, designing, drawing, painting, photographing, acting, composing, dancing, performing, singing, teaching, story telling, writing, interviewing

PHYSICAL PERFORMANCE:
swimming, gymnastics, football, basketball, running, coaching

SCIENTIFIC:
diagnosing, observing, problem-solving, doing mathematics, experimenting, gathering information, investigating, analyzing

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Handout

Skills in My Future

NAME

1. MY MAJOR INTERESTS ARE:

2. IN THE FUTURE, I WANT TO PRODUCE THESE GOODS OR SERVICES:

3. THE SKILLS AND KNOWLEDGE I WILL NEED TO DO THIS ARE:

4. I WOULD LIKE TO DEVELOP THESE SKILLS OR TALENTS AS MY COMPARATIVE ADVANTAGE:

5. THE TYPE OF EDUCATION OR TRAINING I NEED TO DEVELOP MY SKILLS INCLUDES:

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Grade 12 Lesson Two

Completing a Job Application

This lesson focuses on the importance of making a good first impression and doing one's best in completing a job application.

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Curriculum Connections:

Social Studies (Economics), Career Education.

Key Ideas:

- Completing a job application accurately and completely is the first step in getting a job.
- The first impression a person makes on an employer is through the job application.

Key Connections to Citizenship Education:

Good citizens:
- always do their personal best.
- take personal responsibility for earning a livelihood.
- respect themselves.
- are honest and truthful.

Objectives:

Students will:
- learn how to complete a job application.
- learn the importance of completing a job application carefully, accurately, and honestly.

Introductory Activity:

Have two students present the problems in the handout entitled, "Dilemmas". A dilemma is a problem that has more than one attractive solution or that seems to have no solutions. After each dilemma, ask the class to consider: What are the economic benefits and costs of each choice? What else do we need to know about future opportunities in each job? What considerations, other than economic, might influence decision-making? Have the class vote on their preferred choice for each dilemma and give reasons for their vote.

Core Activities:

1. Ask students how many have ever filled out a job application. Explain that they probably will have to fill out an application for any type of job they are interested in. Give each student a copy of the handout Application for Employment.
2. Review the information applicants need to have with them to fill out the application: Social Security number; names, addresses and phone numbers of references; and names, addresses and phone numbers of former employers. Emphasize the importance of references and discuss who might serve as a good reference. References might include teachers, clergy, or volunteer leaders. Relatives probably should not be listed.
3. Ask students to pay special attention to the last statement on the application, which begins, "I certify that the statements made on this application are true." What is the significance of the applicant's signature? Why is truthfulness in completing the application important?
4. Have students complete the form with a pen. Emphasize that neatness and accuracy are very important, and that employers won't waste time with applications they can't read.
5. After students have completed the application, discuss questions or problems they had in the process of answering all the questions on the application.
6. Urge students to keep this application and update information as needed to take with them when they apply for a job.

Additional Ideas:

1. Write letters to the personnel departments of several local businesses asking for copies of employment applications. When several have arrived, compare similarities and differences.
2. Write additional job dilemmas similar to those discussed at the beginning of the lesson.
3. Invite a personnel director of a business to visit the classroom and discuss qualities he or she looks for in a job applicant.

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Evaluation/Assessment:

Assess the job application skills of students by having them fill out a similar application that they have not seen before.

Home Connections:

Students might ask family members who are employed to bring home a blank application from their place of employment to compare with the one completed in this lesson. Family members might share their experiences in filling out the application when they got a job there: How long did it take? How many references were required? Did the employer call the references?

Resources:

Handouts: Dilemmas and Application for Employment.

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Handout

DILEMMAS

1. I am eighteen years old, and I've just graduated from high school. Fortunately, I've got an interesting problem. I've been offered two jobs. One is in a steel mill and the starting pay is great . . .$7 an hour! The other job I've been offered is an assistant manager's position at a local fast-food restaurant. The starting pay is about $5 an hour and working conditions are good. There are good opportunities to advance to higher management positions. Which job should I accept?

2. I just finished high school, and I'm interested in computers. I don't have money for technical school, but I do qualify for admission into the U.S. Air Force. In the military, I may be able to get some computer training and get financial assistance to attend technical school or college after I finish my enlistment. On the other hand, military service plus college or technical school means I will not earn much money for several years. The local shirt factory also is now hiring workers at a starting salary of $7 an hour. What should I do?

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Handout

APPLICATION FOR EMPLOYMENT

Name ____________________ Date __________

Position desired ____________________

Street Address ____________________

City __________ State __________ Zip __________

Phone __________ Social Security Number __________

EMPLOYMENT EXPERIENCE

Name and Address of Present or Last Employer ____________________

Type of business ____________________

Your supervisor __________ Phone __________

Title of your position and duties ____________________

Reason for leaving ____________________

EDUCATION

Institution Name and Location ____________________

Years Attended __________ Major Studies __________

Diploma or Degree __________ High School __________

Other ____________________

Additional training ____________________

What are your qualifications for the position desired? __________

REFERENCES

List two personal references other than relatives and former employers.

	Name	Address	Phone
1.			
2.			

I certify that the statements made on this application are true. I understand that any false or misleading statement I have made will be grounds for termination of my employment.

Applicant's signature ______________________ Date ____________

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Grade 12 Lesson Three

What Employers Want

This lesson helps students understand what employers expect of prospective employees and emphasizes that students are responsible for doing their personal best in a job interview and on the job.

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Curriculum Connections:

Social Studies (Economics), English/Language Arts, Career Education.

Key Ideas:

- Knowing what employers want is important in order to get a job and earn a livelihood.
- The qualities people present in an interview can work for or against them.

Key Connections to Citizenship Education:

Good citizens:

- always do one's personal best.
- take personal responsibility to earn a livelihood.
- respect one's self.

Objectives:

Students will:

- identify the qualities that are likely to influence an employer's decision in hiring employees.
- list qualities that can work for or against them in an interview.
- demonstrate good personal presentation skills, including listening and speaking skills, in a practice job interview.

Introductory Activity:

Begin the lesson by asking, "What are the characteristics of someone you admire?" List answers on the board. Then make a second list of answers to a second question: "What are the characteristics of someone you would hire to work for you?" Discuss the comparison of these two lists.

Core Activities:

1. Lead the class in a discussion of making a good first impression. Discuss what is meant by the saying, "You never get a second chance to make a first impression."
2. Ask students to discuss whether it is fair to judge people on first impressions. Ask if there are circumstances in which people don't get a chance to change a first impression. Introduce the idea that a job interview is one of these circumstances. It may be the only opportunity to meet with an employer, so the first impression in this case is extremely important.
3. Explain that this lesson focuses on the qualities that are important in obtaining a job. Distribute the attached reading entitled "What Employers Want." Have students read it silently or orally. Then ask students what qualities are important to the employer. List them on the board.
4. Ask students to add additional qualities to the list that they think might be important. (According to a survey of personnel managers, a major reason for not hiring a person is an applicant acting as if he or she doesn't care about getting the job.)
5. Next, call on two students to practice a job interview, using the attached job interview scenarios. In the first scenario, the applicant behaves in ways that would probably discourage employment. In the second, the applicant behaves in ways that would encourage employment. Ask for students to make observations about the practice interviews.

Additional Ideas:

Ask students to write additional scenarios for successful job interviews. Have them exchange scenarios with a partner for clarification and editing. Then choose other class members to practice the interview for the class.

Evaluation/Assessment:

Based on the core activities, work with the entire class to develop a list of "tips" or criteria for a successful job interview. (Tips such as "Arrive on time;" "Wear clean clothes;" and "Be polite." will probably be listed.) Working in pairs, each student will practice interviewing for a job, such as the one described in Scenario 2. Students will be evaluated based on their use of the tips developed by the class.

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Home Connections:

Invite local employers to visit the class to discuss the qualities they seek in prospective employees. Students also might ask family members to share job interview experiences they have had and collect a list of their best tips for interview success.

Resources:

- Handouts: "What Employers Want" and "Job Interview Practice"

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Handout

WHAT EMPLOYERS WANT

This reading is an actual interview with an employer about the kinds of things employers look for in job applicants. The reading reflects what most employers want from employees. You will note that the employer does not say anything about the business he or she is in.

Q. When a young person comes to interview for a job, what is the first thing you look for?
A. I look to see if the person has clean clothes, has bothered to try to look decent, and appears interested in the job.
Q. Why?
A. I know from experience that people who really want to work get themselves together for a first interview. No matter what others say, the first impression is very important.
Q. What else do you look for?
A. All our prospective employees must fill out a job application. The job application tells us a lot about candidates for a job.
Q. For example?
A. It tells us whether they can write, whether they can pay attention to detail, and if they care whether they get the job.
Q. Don't you look at education and experience?
A. Yes, but most of our beginning employees have very little experience and may have just graduated from high school. So we need to look at how well they completed their job application.
Q. If you hire someone, what do you look for then?
A. I like your question. We look for all the detail things - coming to work on time, dressing neatly, being courteous, doing assigned tasks.
Q. Certainly there are some other things.
A. Yes, of course. I like new employees to ask questions, rather than telling us what to do after they have only been on the job a short time. I like people who see things that need doing and go ahead and do them. I like employees who really try to find out what we are trying to accomplish.
Q. Do you think other employers feel the same way?
A. I know they do. Several of us get together each month or so. We share ideas. Sometimes we talk about employees who are very good and whom we can't promote. Maybe someone will have a position for them that is better than what we can now offer. We all basically have the same views.
Q. If you had any advice to give to young employees, what would you say?
A. I have what I call the ABCs of employment-Attention, Betterment, Caring. Does the person pay attention to what the business wants? Is the individual willing to better himself or herself? Does he or she care about the work? Although these aren't the only keys to what employers want, I believe most people can become successful if they work on these ABCs.

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Handout

JOB INTERVIEW PRACTICE

Situation

The employer is the manager of a grocery store interviewing an applicant for a part time carry-out job. In both scenarios, the employer describes the duties, hours, and pay. The employer also asks the applicant why he or she wants the job and inquires about other work experiences.

Scenario 1

The applicant is dressed sloppily: untied shoes, mussed hair, wrinkled clothes. The applicant may interrupt the employer, fidget, chew gum, and insult the employer by recounting a story about once being overcharged by a clerk in the store.

Scenario 2

The applicant is neatly dressed, listens attentively, practices good manners, and gives the employer assurance that he or she is eager to get the job and would be a valuable employee.

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Grade 12 Lesson Four

"Dear Dr. Einstein: Please submit your résumé . . ."

This lesson uses biographies and biographical sketches to help students learn that both skills and attitudes are important for success in work.

Curriculum Connections:

English/Language Arts, Social Studies (Economics), Career Education.

Key Ideas:

- Individuals are responsible for supporting themselves and their families.
- Both skills (human capital) and good attitudes are important for success in a job or career.
- Each individual has the responsibility for developing his or her potential, both for personal satisfaction and for the good of one's family and community.

Key Connections to Citizenship Education:

Good citizens:
- always do their personal best.
- take personal responsibility for earning a living.
- respect themselves.

Objectives:

Students will:
- identify an individual who has achieved recognition in his or her work.
- use at least one source of biographical information to research the experiences, education, and accomplishments of the individuals they have selected.
- prepare a résumé for the persons they have researched.

Introductory Activity:

1. Introduce the lesson with a "People Search" activity in which students match famous people with a specific skill, quality, or accomplishment. (See handout.)
2. Review the purpose and format of a job résumé. The résumé summarizes a person's educational and work experiences and highlights important skills, qualities, and achievements.

Core Activities:

1. Students should use the school media center to research a person in a specific type of work. Newspaper or magazine profiles of individuals might be used, as well as biographies. (You may wish to require that no current entertainment or sports stars be selected.) The individuals chosen need not be famous people, but there must be enough information available to carry out research for the lesson. Students might start out by identifying an area of interest, such as business, science, or music and then identify a person who has made important contributions.
2. After researching the bibliographical material, students will work in pairs explaining to each other the educational experiences and personal qualities that make their chosen individuals successful in their work. As a result of this discussion, students should be able to list these experiences and qualities.
3. Working individually, students will use the lists they have developed and a standard format to create a résumé summarizing the skills, experiences, and talents of their biographical figure. Students should list the biographical sources that they used to develop the resume.

Additional Ideas:

1. Students might work in pairs to develop a set of job interview questions for a specific job. (Job titles might be identified from the want ads in a local newspaper.) Students could then take turns playing the role of the interviewer and the individuals featured in the biographies as they interview for the job. Students should emphasize their special skills, experiences, and accomplishments.
2. Students might work in teams to develop and carry out a survey of adults regarding the type of skills, experience, and qualities they need to do their work. Each team should report its findings to the class.
3. Working individually or in teams, students might interview local employers regarding the type of skills and attitudes they seek in employees.

Home Connection:

Invite parents and other adults in the community to visit the class for a discussion of the skills and attitudes that are important in their own work.

Evaluation/Assessment:

Evaluate students on the basis of the written résumé they develop and on their participation in classroom activities, including research, discussion, and group work.

Resources:

- Handout: "People Search"
- Biographical Dictionaries; *Who's Who in America*
- Biographical magazines such as Current Biography and Biography Today
- Encyclopedias; CD-ROM; Electronic data base
- Newspapers and popular magazines.
- Key to People Search:

  KEY: 1) Jesse Owens, 2) Neil Armstrong, 3) Helen Keller, 4) Jonas Salk, 5) Harriet Tubman, 6) Mary Cassatt, 7) Clara Barton, 8) James Madison, 9) Langston Hughes.

Handout

PEOPLE SEARCH

Work in teams of three or four to match the individuals listed below with their skills, special qualities, or accomplishments. There are more names than you need. You may have to consult an encyclopedia or other reference books.

THOMAS EDISON
MARY CASSATT
JESSE OWENS
ANDREW CARNEGIE
NEIL ARMSTRONG
HELEN KELLER
CLARA BARTON
HARRIET TUBMAN
LANGSTON HUGHES
JONAS SALK
JAMES MADISON

1. _____ defied Hitler by competing in the 1936 Olympics in Berlin, Germany.
2. _____ was the first person to walk on the moon.
3. _____ overcame deafness and blindness.
4. _____ conducted research for several years to develop a vaccine, which prevents polio.
5. _____ helped others to gain their freedom at great personal risk.
6. _____ excelled as an impressionist painter in the late 19th and early 20th centuries.
7. _____ used both organizational skills and powers of persuasion to establish the American Red Cross.
8. _____ overcame illness as a young person and went on to help draft the United States Constitution.
9. _____ was an author of all types of literature and was best known for poems reflecting the African-American experience.

Resources

Literature for Elementary and Middle School Students

P=Primary, K-3; I=Intermediate, 4-6; M=Middle Level, 6-8

The following book titles have been suggested by Indiana teachers. Their inclusion in the guide does not constitute an endorsement or a recommendation by the Indiana Department of Education. Teachers and media specialists, working closely with parents and other community members, should evaluate all literature selections carefully to determine whether a book meets the specific instructional needs of their students and the standards of the local community. Every school system should have a materials selection policy that is followed in deciding which books to include in its educational program.

Work Ethic:

Bulla, Clyde. *Shoeshine Girl.* New York: Harper Collins, 1989. I
Sarah is an angry, tough, ten-year-old. Her family has sent her to spend the summer with her Aunt Claudia. She wants money in her pockets but doesn't really understand its value. She becomes a shoeshine girl and learns about friendship--and earning money.

Mitchell, M. *Uncle Jed's Barbershop.* New York: Simon & Shuster, 1993. P, I
Uncle Jed, a barber in the pre-Depression South, dreams of opening his own shop. He saves for years, but first his niece needs an operation, and then the bank in which he keeps his money fails. The man's spirit never flags, however, and he finally starts his own business at the age of 79.

Naylor, Phyllis. *Shiloh.* New York: Harper Collins, 1991. I
Eleven-year-old Marty Preston finds a stray dog that seems to be abused, and he is determined to keep it at all costs. Because his family is very poor, his parents don't want any pets. Subsequently, there is conflict over the animal within the family and between Marty and Judd Travers, the dog's owner.

Ray, Deborah. *My Daddy Was A Soldier.* New York: Holiday House, 1990. P
This is the story of a family during World War II. Life has changed a great deal for second grader Jeannie. Her father has become a soldier. Her mother works and food is scarce. Victory gardens help provide needed food, and scraps of old metal and rubber are collected by children. Soft pencil drawings capture the soberness of the times.

Warner, Gertrude. *The Boxcar Children.* Morton Grove, Illinois: Albert Whitman, 1997. I
The four orphaned Alden children take refuge in an old boxcar to avoid being sent to an institution. Their situation attracts attention, and they are happily reunited with their grandfather. This is the first of a long series of mystery and adventure books that have proved very popular as a means of bridging the gap between picture story books and fiction.

Williams, S. *Working Cotton.* San Diego: Harcourt Brace, 1992. P
Shelan is the third of four daughters in a family of farm workers. She narrates one day in their lives as they work in the field picking cotton. Although she is too young to do much, the girl helps pile cotton for her mother who carries baby Leanne as she works. Sometimes she befriends other children. Finally, the sun sets, the bus comes, and the tired laborers take their bundles and leave.

Williams, Vera. *A Chair for My Mother.* New York: Greenwillow, 1982. P
After a devastating house fire, Rosa's family replaces most of what they had, but they lack a comfortable chair. Rosa's mother, who is a waitress, comes home exhausted every night so the family decides to save money to purchase a stuffed armchair. In a large jar, the mother places the tips she makes on her job. An aunt and uncle contribute, and Rosa even donates a little change she has earned. When the money jar is full, Rosa and her aunt and uncle purchase that very special chair for her mother.

Consequences of Right and Wrong:

Fox, Paula. *One-Eyed Cat.* Old Tappan, New Jersey: Bradbury Press, 1984. I
Ned feels guilty because he disobeyed his minister father by firing his birthday present, an air rifle. He is even more distressed when he believes that the single shot wounded a stray cat. Trying to care for the cat without letting anyone know his secret adds dramatic tension to this story of a boy who learns the importance of integrity.

Myers, Walter Dean. *Somewhere in the Darkness.* New York: Scholastic, 1992. M
Fifteen-year-old Jimmy hasn't seen his father, Crab, since he was a baby. Now he encounters a man who claims Jimmy is his son. "I thought you and me might go around the country a bit," he tells Jimmy. Crab has been in prison for the last nine years but is now critically ill. He has returned in order to clear his name and earn his son's love and respect.

Bravery/Courage:

Coerr, Eleanor. *Sadako and the 1000 Paper Cranes.* New York: Putnam, 1993. P, I
This is the story of a young girl who lived through the bombing of Hiroshima only to develop leukemia. Sadako becomes a model of hope and perseverance in life, no matter how difficult. To encourage her, friends make origami paper cranes...1,000 of them...as a symbol of their concern.

George, Jean C. *My Side of the Mountain.* New York: Dutton, 1959. I
Sam Gribley does what many boys dream of doing. He spends a winter alone on the mountain in the Catskills. As a result of that experience, he learns that courage, as well as knowledge of the outdoors, are needed to survive.

Hesse, Karen. *Letters from Rifka.* New York: Puffin Books, 1993. I, M
This novel chronicles twelve-year-old Rifka's journey from Russia to America. The trip is interrupted in Poland when she almost dies of typhus and in Belgium when the ringworm she has contracted on a freight train prevents her from boarding the ship with her family. From then on through her stay on Ellis Island, she is alone except for the letters she writes to her cousin in the blank pages of a book of poetry.

Lowry, Lois. *Number the Stars.* New York: Houghton Mifflin, 1989. I
Ten-year-old Annemarie finds the Nazi occupation of Denmark is beginning to encroach on her daily life and, more dangerously, on that of her Jewish friend, Ellen Rosen and her family. Although simple in its development, this book still provides insight into a little known aspect of World War II.

Paulsen, Gary. *Hatchet.* Old Tappan, New Jersey: Bradbury Press, 1987. I
Surviving fifty-four days in the Canadian wilderness after a plane crash, thirteen-year-old Brian Robeson soon discovers and develops totally new talents and skills. Armed with only a hatchet, he invents his own technology to make fire, create shelter, and find food. This is an intense coming of age tale in a unique setting where the main character learns to "look" in a new way and, as a result, survives and grows.

Sperry, Armstrong. *Call It Courage.* New York: Collier Books, 1940. I
Mafatu, son of a Polynesian chief, is terrified of the vast ocean which claimed his brother's life. In this lean account which encompasses thrilling adventures, he overcomes his fear of the sea in an epic journey which wins him the respect of his people.

Honesty:

Barracca, Debra. *Maxi, the Hero.* New York: Dial, 1991. P
Maxi the taxi dog and his partner Jim stop a thief from stealing a purse and become heroes for their gallant efforts.

Bauer, Marion. *On My Honor*. New York: Dell, 1986. (out of print) M
Raised by his parents to keep his word, twelve-year-old Joel is terrified to tell the adults in his life that his friend, Tony, has drowned in a place where Joel had promised he would not swim. But Tony was a headstrong show-off, a person who heeded no one's warnings and especially not Joel's. This short novel shows the inner conflict and other negative results of not telling the truth.

Bell, A. *The Emperor's New Clothes: A Fairy Tale.* New York: North-South Books, 1986. P
An exceedingly vain emperor whose primary concern is his wardrobe is tricked into paying lavishly for non-existent clothes.

Stevenson, James. *That's Exactly The Way it Wasn't.* New York: Greenwillow, 1991. P, I
Mary Ann and Louie keep arguing, so their parents send them off on a walk to see Grandpa. Together, Grandpa and his "little" brother Wainey tell about the time *they* couldn't agree, and were told to go for a walk until they agreed on something.

Patience:

Kraus, Robert. *Leo the Late Bloomer*. New York: Simon & Shuster, 1971. P
Distressed by his inability to read, write, draw, eat neatly, or talk, young Leo feels even worse when his father expresses concern about his backwardness. His mother's reassuring and accurate statement, "Leo is just a late bloomer" has proved to be especially comforting to many children who identify with the young tiger.

Piper, W. *The Little Engine That Could.* New York: Platt & Munk, 1986. P
In this children's classic, a train engine breaks down while carrying toys and food for Christmas to children who live over a mountain. The large and important engines just pass by the stranded train, but a little blue engine says he will try to take the train over the mountain, chanting, "I think I can, I think I can, I think I can."

Sharmat, Marjorie. *I'm The Best*. New York: Holiday House, 1991. P
Dudley has had many names and many owners until a family adopts him from the animal shelter. Expressive illustrations and a heart warming story chronicle the growing trust between Dudley and his new family.

Honor/Respect for Parents:

McDermott, Gerald. *Arrow To The Sun.* Madison, Wisconsin: Demco, 1974. P
This is a Pueblo Native American story which tells how the spirit of the sun was brought to the world of man.

Munsch, Robert. *Love You Forever.* Buffalo, New York: Firefly Books, 1986. P
This story follows a newborn baby through life as a toddler, little boy, adolescent, and finally an adult father who cares for his own mother. In delightfully humorous vignettes, we see the boy flushing the mother's wristwatch down the drain as a toddler, singing as a teenage rock star, and moving across town to live. The message is clear, that whatever the child does, his mother will always love him. The refrain at each stage in life is sung by the mother as she rocks her child, and later her son who has become a grown man: "I'll love you forever. I'll like you for always. As long as I'm living my baby you'll be." The child, when grown at the end of the story, sings the same chant to his mother, telling her that, "As long as I'm living my Mommy you'll be."

Perseverance:

Hoffman, Mary. *Amazing Grace.* New York: Dial, 1991. P
Grace desperately wants the role of Peter Pan in a school play. She is an incredibly talented dancer and deserves the part, but because she is an African American, and a girl, her classmates decide it is inappropriate for her to play that role. Fortunately, Grace has a very supportive grandmother who helps her deal with her disappointments in a most amazing way and ultimately succeed.

Lyon, George Ella. *Come A Tide.* Cornwall, Connecticutt: Orchard, 1990. P
Each year when the spring floods come, the families living by the river listen to the radio to hear the weather report. When the whistle comes, they know to evacuate because they will be flooded out. Offering help along the way, one family makes it to Grandma's house on top of the hill. When the children ask what they should do the next morning, Grandma advises them, "If it was me I'd make friends with a shovel." They and their neighbors shovel all day eating lunch at the rescue wagon. The hardships of a spring flood are counterbalanced by neighbors helping each other.

Paulsen, Gary. *The Haymeadow.* New York: Delacorte, 1992. I, M
Fourteen-year-old John hates sheep and is apprehensive when a ranch hand falls ill, leaving him the only one available to watch his father's sheep in their summer pasture. One calamity follows another, and a flash flood finally sweeps his wagon downstream. After restoring order, a period of peace allows John time to reflect. He begins to accept and even enjoy the routine and discipline needed to keep things running. When his father comes to replenish supplies, their father-son relationship begins to flourish.

Rawls, Wilson. *Summer Of the Monkeys.* New York: Doubleday, 1976. I
Jay Berry Lee is a fourteen-year-old farm boy living in Oklahoma in the 1890s. To his delight, a troupe of monkeys and one canny chimpanzee, newly escaped from a circus truck, have fled to his father's farm. Jay, mindful of the large reward for the monkeys, sets out in a hilarious pursuit.

Soto, Gary. *Baseball in April and Other Stories.* San Diego: Harcourt Brace, 1990. I, M
Soto's 11 short stories relate incidents in the lives of Hispanic youngsters growing up in

Fresno, California. Each story is different and each presents the struggles of memorable characters. Readers will appreciate the stories, and the variety of experiences which will resonate for many young people of all cultures. For younger students, these stories would lend themselves to oral presentation.

Steig, William. *Abel's Island.* Chino Hills, California: Collins Publishers, 1976. I
Abel and his wife have always been secure in their own mouse world when a great flood dumps Abel on an uninhabited island. He lives there for a year until his wit and courage finally take him back home. In this mouse tale, Abel gains a new understanding of the world.

Williams, K. *Galimoto.* New York: Lothrop, Lee, & Shepard, 1990. P
Kondi sets his sights on making a galimoto (a wire push toy) even though at first he has very little wire. He trades some of his most prized possessions for wire, and, in time, achieves his goal.

Compassion:

Estes, Eleanor. *The Hundred Dresses.* San Diego: Harcourt Brace, 1974. P
Maddie and Peggy make Wanda, a recent Polish immigrant, the brunt of heartless teasing.

Fox, Mem. *Wilfrid Gordon McDonald Partridge.* Brooklyn, New York: Kane Miller, 1985. P
Wilfred visits the nursing home next door on a regular basis and enjoys all of its residents. His favorite friend is Miss Nancy, who is losing her memory. In a touching story, Wilfred helps Miss Nancy recapture her memory of some wonderful life experiences she has had.

Mills, Lauren. *The Rag Coat.* New York: Little, Brown, 1991. P
Minna, a young Appalachian girl, wants to go to school, but she doesn't have a coat. To help the family, the neighbor women who come over to quilt with her mother make her a coat of their quilting scraps. Minna thinks her coat is beautiful; she knows the story of every patch. The kids in the one-room schoolhouse taunt her about her "bunch of old rags," until she shows at class sharing time that her coat is full of stories about everyone there.

Polacco, Patricia. *Mrs. Katz & Tush.* New York: Bantam, 1992. P
Because Mrs. Katz is so lonely since the death of her husband, Larnel's mother stops by frequently to visit her. Feeling sorry for Mrs. Katz, Larnel brings her a kitten. Mrs. Katz agrees to keep the kitten if Larnel will come often to help her. Over time, the affection between the little boy and the elderly woman grows. She tells him stories of the old country and her experiences in America, and they both come to realize how many common experiences there are in the histories of Jewish immigrants and African Americans.

Unselfishness:

Burnett, Francis. *The Secret Garden.* New York: Lippincott, 1911. I
Ten-year-old Lennox comes to live in a grand but gloomy house alongside the Yorkshire moor after her parents have died in India. Gradually, she learns to make friends and finds a way to help her uncle who, grief stricken after the death of his wife, has sealed off the beautiful garden that she loved.

Initiative:

Baylor, Byrd. *I'm In charge of Celebrations.* Rockville, Maryland: Scribner's, 1986. P
A dweller in the desert celebrates a triple rainbow, a chance encounter with a coyote, and other wonders of the wilderness.

Gardiner, John. *Stone Fox.* New York: Harper Collins, 1980. I
One day Willy's grandfather won't get out of bed. Doc Smith says it's because he has lost his will to live. But little Willy is determined that Grandfather shall get up and that he (little Willy) will make their Idaho potato farm prosperous. Stone Fox, the Indian dog-sled racer, and Searchlight, little Willy's wonderful dog, play special roles in this story of generational relationships.

Paulsen, Gary. *The River.* New York: Delacorte, 1991. I
Brian, now fifteen, is persuaded to repeat what he did in *Hatchet* - survive for a period in the Canadian wilderness. Derek, a psychologist, will take notes so that others can learn from Brian's experience. Everything goes well until Derek is hit by lightening and lies in a coma. With no tools except a knife, Brian has to build a raft, navigate the river and the wild rapids, and haul Derek to the trading post about 100 miles downstream.

Spinelli, Jerry. *Maniac Magee.* New York: Little, Brown, 1990. I
This winner of the Newbery Award involves a high school dropout who teaches an illiterate former minor league baseball player how to read when the old man helps provide the homeless boy with shelter.

Self-Concept:

Henkes, Kevin. *Chrysanthemum.* New York: Greenwillow, 1991. P
Chrysanthemum's mother and father think she's absolutely perfect. So does she until she starts to school and the kids make fun of her name.

Isadora, Rachel. *Max.* Old Tappan, New Jersey: Macmillian, 1976. P
Max is a great baseball player. His sister, Lisa, studies ballet. On Saturdays Max walks Lisa to her ballet lesson on the way to báseball practice. One Saturday Max has extra time, and his sister invites him to participate in ballet class. He is hesitant, but joins the class and finds that he enjoys it and can perform rather well. He decides that ballet is a great way to warm up for his baseball games.

Paterson, Katharine. *Park's Quest*. New York: Lodestar Books, 1988. I, M
Seeking information about the father he has never known, eleven-year-old Parkington Waddell Broughton the Fifth, examines his father's photo, his book collection, visits the Vietnam Memorial to see his name, and eventually goes to Virginia to stay with a grandfather and uncle he has never met. Although he uncovers some things that are painful, his quest also reconciles him to the identity he has sought, and he finds the missing link to his own family heritage.

Waber, Bernard. *Ira Sleeps Over*. New York: Houghton Mifflin, 1972. P
Ira is invited to stay overnight next door at his best friend Reggie's house. He can't decide whether to take his teddy bear, Tah Tah. He is afraid that Reggie will make fun of him for sleeping with his teddy bear. When the lights go out and they are all settled in to sleep, Reggie quietly pulls his own teddy bear out of a drawer of his dresser and admits to Ira that his teddy's name is Foo Foo. Much relieved, Ira runs home to rescue Tah Tah and bring her to Reggie's for the night.

Peace-Making/Conflict Resolution:

Babbitt, Natalie. *The Search For Delicious*. Madison, Wisconsin: Demco, 1985. I
The Prime Minister needed a definition for delicious, but everyone disagreed and fought. Gaylen, the Prime Minister's son, was sent as the King's messenger to find out the people's choice but finds the kingdom in a turmoil. This "quest story," which includes the tale of an ancient spring, a mermaid, and a lost key, ends with Gaylen saving the kingdom from havoc.

Blos, Joan. *Old Henry*. New York: William Morrow, 1987. P
The neighbors are surprised and alarmed when Henry moves into a dilapidated house and doesn't spruce it up. Their complaints only make him move, and then they realize he made a real contribution to the neighborhood. This colorfully illustrated rhyming story stresses acceptance of individual differences.

Bunting, Eve. *The Wall*. Saint Louis, Missouri: Clarion, 1992. P. I
A little boy and his father have traveled all the way to Washington, D.C., to find the name of the boy's grandfather on the Vietnam Memorial wall. Watercolor wash illustrations, accented with soft pencil, provide the background and mood for the brief story. This could be used as a discussion starter after being read aloud.

Keats, Ezra Jack. *Peter's Chair*. New York: Harper, 1967. P
Peter becomes very jealous when his little chair gets painted pink for his new baby sister. He decides to run away with a few of his most precious belongings. He only gets as far as the front of the house before he comes to terms with his jealous feelings and returns home.

Kellogg, Steven. *The Island Of The Skog.* New York: Dial, 1973. P
The mice set sail for a safer place to live, free from cats, and arrive on an island they believe to be uninhabited, only to find that a skog lives there. No one has seen the skog, but the evidence indicates that it is a huge nocturnal animal. This is a clear case of jumping to conclusions without enough evidence, and an example of how threatening one's enemy does not work. In the end, the skog turns out to be a shy little animal who was afraid of the mice.

Durrell, A. and M. Sachs (eds.). *The Big Book For Peace.* New York: E.P. Dutton, 1990. P, I
This collection of original short stories and poetry, written by some of the foremost authors of children's literature and illustrated by some of the most talented illustrators, is a celebration of peacemaking. There are some poignant stories here to share with children of all ages.

Resources

Literature for High School Students

The following book titles have been suggested by teachers and media specialists. Their inclusion in this guide does not constitute an endorsement or recommendation by the Indiana Department of Education. Every school system should have a materials selection policy that is followed in deciding which books to include in its education programs. Teachers and media specialists, working closely with parents and other community members, should evaluate all literature selections carefully to determine whether a book meets the specific instructional needs of their students and the standards of the local community.

A wide variety of books, including both fiction and non-fiction selections, can be used to teach older students about the qualities of good citizenship. Biographies and autobiographies can be especially useful in providing admirable role models for young people. Poetry, speeches, and songs can also provide inspiration. Most of the titles listed here exemplify a variety of virtues and are suitable for a range of reading abilities and interests.

Work Ethic/Perseverance:

Franklin, Benjamin. *The Autobiography.* Spring Lake, Michigan: River Road, 1990.
This classic autobiography tells Benjamin Franklin's story of hard work, optimism, and wit. Some of the punctuation missing from Franklin's original has been added. This edition has good readability, which adds to the pleasure of learning Franklin's perspective on Franklin.

Harris, Jacqueline. *The Tuskegee Airmen: Heroes of World War II.* Columbus, Ohio: Dillon, 1996.
This is a clearly written account of the struggle of African Americans to become pilots in the U.S. military during World War II. As a history of the 99th Fighter Squadron, this book emphasizes the bravery of the pilots and their support crews as well as their commitment to excellence and a job well done. Most students should find this book of high interest. It also can be used as supplementary material in a study of twentieth-century history. (Secondary Outstanding Merit Award, National Council for the Social Studies)

Provenson, Alice. *My Fellow Americans: A Family Album.* San Diego: Browndeer, 1995.

This book provides a pictorial history of hundreds of Americans who have made unique contributions to their fields and to our society. It is a testimony to the impact that can be made by ordinary people doing their jobs. The use of photographs and illustrations make it accessible to high school students with a range of reading skills. It may be especially useful as a reference tool.

Bravery/Courage:

Davis, Russell B., and Brent K. Ashabranner. *The Choctaw Code.* Helotes, Texas: Shoe String, 1994.

This short novel of Choctaw life at the end of the nineteenth century is a moving account of a man with strong ethical convictions. Sentenced to die by his people's code of honor, Jim refuses to seek a pardon, which he probably could have obtained. Granted one last year of freedom, he befriends Tom Baxter, a 15-year- old white boy, and teaches him all that he can about the outdoors. In addition to his friendship, Jim provides Tom with a model of courage and honor. Suitable for intermediate to advanced readers. (Oklahoma Book Award, 1995)

Greenberg, Judith E., and Helen Cary. *A Pioneer Woman's Memoir.* Culver City, Colorado: Watts, 1995.

Photographs and prints supplement the memoirs of adventurous, courageous pioneer women. Their stories of the westward movement describe the challenges and struggles of life on the American frontier. This book should be accessible to most high school students. The illustrations add to the richness of these first-person accounts of bravery and persistence in everyday life.

Todas, Ellen H. *Angelina Grimke.* Helotes, Texas: Shoe String, 1998.

This is the first biography of Angelina Grimke, a devout Christian, who left her wealthy South Carolina family in 1829 to join the movement to abolish slavery. With her sister, Sarah, she traveled through the northern states to speak out in public against slavery. Angelina faced ridicule and censure for stepping outside of accepted roles for women in the mid-nineteenth century and was hated in her home state for her abolitionist beliefs. Still, she courageously pursued her goals and continued to do what she believed was right.

Honesty/Consequences of Right and Wrong:

Avi. *Nothing But the Truth.* New York: Avon Flare Books, 1993.

A high school freshman attempts to shirk his responsibility as a student and learns some hard lessons. He soon finds that the consequences of not telling the truth can lead to unexpected problems. This short novel emphasizes the importance of responsibility, patriotism, and truthfulness.

Ayers, Alex (ed.). *The Wit and Wisdom of Abraham Lincoln.* New York: NAL Dutton, 1992.
This book contains quotes from Abraham Lincoln on a variety of topics. Lincoln's statements on honesty, right and wrong, and his sense of humor come shining through.

Dickens, Charles. *Great Expectations.* Falls Church, Virginia: American Guidance, 1994.
This classic novel of a young man growing up under difficult circumstances in late nineteenth century London emphasizes the importance of living a life of honesty and integrity.

Respect:

Konigsburg, E.L. *The View from Saturday.* New York: Atheneum, 1996.
When four, very bright students learn that their coach for an important academic competition is a teacher who uses a wheelchair, they are doubtful, even resentful. They soon begin to understand that the teacher's wheelchair does not keep her from being an excellent teacher and from living life to the fullest.

Lee, Harper. *To Kill a Mockingbird.* Broomall, Pennsylvania: Chelsea House, 1997.
In the 1930's, a lawyer in a small, southern town defends an accused black man in a sensational criminal case. He soon faces the anger of the white community and finds his courage tested. Seen through the eyes of the lawyer's young daughter, this novel shows the results of prejudice as well as the healing effects of mutual respect. While this novel was originally intended for adults, it may be suitable for many high school students.

Lincoln, Abraham. *The Gettysburg Address.* New York: Houghton Mifflin, 1995.
Lincoln's famous speech, delivered in 1863, is a study in respect and humility. This edition, illustrated by Michael McCurdy, encourages students to read the address and consider its power to inspire today, just as it has in the past.

Respect for Family/Parents:

Brown, Christy. *My Left Foot.* New York: Simon and Schuster, 1995.
Christy Brown, an artist with severe cerebral palsy, taught himself to write and paint with his left foot. This autobiography, written when Christy was twenty-two, recounts his childhood in a large, rough and tumble Dublin family. Fiercely proud and loyal, Christy's family accepts him, challenges him, and supports him in his struggles. This book emphasizes the importance of family and the mutual respect of family members.

Igus, Toyomi. *Going back home: An artist returns to the South.* San Francisco: Children's Book Press, 1996.
This book is based on paintings by Michele Wood and interviews with the artist by Toyomi Igus. Each two-page spread contains one of Wood's folk art paintings on one

side and text on the other blending Wood's reflections on her heritage, her family, her past, and her hope. The paintings and descriptions can be used as the focus of closer examination and discussion or as a springboard for student projects. This book should appeal to a variety of age groups.

Responsibility:

Fleischman, Paul. *Seedfolks.* New York: Harper Child, 1977.
In this story, an urban neighborhood comes together around a community garden. Individuals who had mistrusted each other and focused only on themselves begin to take on responsibility for the common good. This book emphasizes responsibility, respect, and service to others.

Giono, Jean. *The Man Who Planted Trees.* White River Junction, Vermont: Chelsea Green, 1996.
This story of a man who takes on the responsibility for planting trees in a blighted area demonstrates that one person can make a difference.

Meltzer, Milton (ed.). *Frederick Douglas: In His Own Words.* San Diego: Harcourt, 1995.
Frederick Douglas was the most influential black leader of the nineteenth century as a result of his moral convictions, his commitment to end slavery, and the power of his words. This collection of speeches and writings gives students an opportunity to appreciate the eloquence of Douglas as he inspires those of his own generation and the present to take responsibility for righting wrongs.

Taylor, Mildred D. *The Well: David's Story.* New York: Dial BFYR, 1995.
This novel, by the author of *Roll of Thunder Hear My Cry,* tells the story of a hard-working, farm family. Their willingness to share the water from their remarkable well with neighbors, both black and white, illustrates a sense of community, compassion, and responsibility to others.

Steinbeck, John. *The Red Pony.* New York: Viking Penguin, 1993.
This classic, short novel emphasizes the struggles of a California ranch family and focuses on a young boy as he matures, confronts the cycle of life and death, and begins to take on the responsibilities of adulthood.

Compassion:

Ayer, Eleanor, Helen Waterford, and Allen Beck. *Parallel Lives.* New York: Simon & Shuster, 1995.
This true story plays off two lives: a young boy, obedient to Nazism, and a Jewish girl, who fears the Holocaust and the war that threatens to engulf them both. This uplifting story has an unexpected resolution as compassion and understanding lead to peace between two people who had been enemies.

Strete, Craig Kee. *The World in Grandfather's Hands.* Saint Louis, Missouri: Clarion, 1995.
When Jimmy's father dies, the family moves from their Pueblo community to the city so that his mother can find work. Jimmy struggles with his sense of loss and attempts to maintain his Pueblo identity in a new, and sometimes hostile, environment. Jimmy's grandfather, Whitefeather, understands his sorrow and conflicts and provides the guidance he needs. This short novel emphasizes the importance of a caring family.

Wiesel, Elie. *Night.* New York: Bantam, 1982.
This autobiography recounts Wiesel's experiences in his early teens as a prisoner in a World War II concentration camp. It emphasizes the struggle to survive and maintain a sense of individuality under inhumane conditions. While the book provides ample evidence of man's inhumanity to man, it also stresses the importance of compassion, endurance, and courage.

Peace-Making/Conflict Resolution:

Carter, Jimmy. *Talking Peace: A Vision for the Next Generation.* New York: Dutton, 1995.
This updated and revised edition was written by the former President of the United States and founder of the Carter Center, a private organization that seeks solutions to conflicts around the world. The book discusses contributions that individuals, especially young adults, can make to peace.

Filipovik, Zlata. *Zlata's Diary.* New York: Viking Penguin, 1995.
This diary of a young girl gives an account of everyday life in the midst of the war in Bosnia. It emphasizes the endurance and adaptability of people under extremely dangerous and difficult circumstances and emphasizes the need for understanding and cooperation among cultures.

Hamanaka, Sheila (ed.). *On the Wings of Peace.* Saint Louis, Missouri: Clarion, 1995.
This tribute to the survivors of war and to the peacemakers is made up of poems, essays, stories, and illustrations. Sixty artists and writers contributed their visions of peace to this book.

Patriotism/Citizenship:

King, Dr. Martin Luther. *I Have a Dream.* New York: Scholastic Press, 1997.
In the midst of the civil rights movement, King's speech in Washington, D. C., inspired millions. In this address, King expressed hope for a future in which people would be

judged, not for the color of their skin, but for the "content of their character." This edition of the famous speech is accompanied by illustrations from 15 Coretta Scott King Award and Honor Book artists.

O'Grady, Scott, and Michael French. *Basher Five-Two: The True Story of F-16 Fighter Pilot Scott O'Grady.* New York: BDD Yearling, 1998.
Captain Scott O'Grady, a U.S. Air Force pilot, tells the story of his survival and dramatic rescue after being shot down over Bosnia. Grady's survival comes as a result of skills, training, courage, and loyalty. The book includes the U. S. Military Code of Conduct.

Phillip, Neil (ed.). *Singing America: Poems That Define a Nation.* New York: Viking, 1995.
This anthology contains a collection of poems, interspersed with traditional spirituals, anthems, and songs of the Pueblo and Sioux Indians, that describe and celebrate America. An index of poets, titles, first lines, and subjects is included.

Steinberg, Eve P. *The Complete Guide to Becoming a U. S. Citizen.* Washington, D.C.: Close Up Foundation, 1994.
Students who were born United States citizens may sometimes take citizenship for granted. This book, which was developed for immigrants, may provide insight into the knowledge and attitudes needed to successfully pursue citizenship. This book can be useful as a reference tool or as a focus of discussion regarding the rights and responsibilities of citizenship.

Additional Titles:

Bennett, William (ed.). *Our Sacred Honor.* New York: Simon & Schuster, 1997.
Bennett subtitles this collection of writings "Words of Advice from the Founders in Stories, Letters, Poems, and Speeches." He chooses material which illustrates qualities such as "Patriotism and Courage," and "Civility and Friendship." One delightful set of writings are the love letters of John and Abigail Adams. All of the selections provide examples of the qualities valued by our nation's founders and provide insight into both their time and our own. Advanced readers and adults will enjoy becoming immersed in this book. Students who have difficultly can benefit from guided reading of specific selections.

Canfield, Jack, and Mark Victor Hansen. *Chicken Soup for the Teenage Soul: 101 Stories of Life, Love, and Learning.* Deerfield Beach, Florida: Health Communications, Inc., 1997.
This young adult version of the popular series focuses on inspirational stories from a number of sources, including well-known figures, such as Ralph Waldo Emerson, Helen Keller, Bill Cosby, Robert Fulghum, Kimberly Kirburger, and Sandra Cisneros. The various selections are well written and should be of interest to students.

Resources

Sample Programs and Resources for Citizenship Education

The following are school-wide, state, or national programs and resource organizations related to various aspects of citizenship instruction. They are currently in use in Indiana schools. The schools involved indicate that they are producing good results for students and the school community. They are listed here so that schools interested in enhancing their citizenship programs can contact the program organizers or a local contact person to gather more information. This is only a sampling of programs now being carried out in Indiana schools and communities. It is not a comprehensive list.

American Legion Boys State and Girls State:

Boys State and Girls State are national programs for high school students sponsored by the American Legion with the goal of providing perspectives and training in practical citizenship and the operation of government. Through this program, the American Legion develops the concept that the individual is responsible for the character and success of government. Specific objectives of the programs are:

- to develop civic leadership and pride in American citizenship.
- to arouse a keen interest in the detailed study of government.
- to develop in young citizens a full understanding of American traditions and belief in the United States of America.
- to inculcate a sense of individual obligation to the community, state, and nation.
- to safeguard and transmit to posterity the principles of justice, freedom, and democracy.

Each year in Indiana, approximately 750 girls and a comparable number of boys meet for one week during the summer for the annual Girls State and Boys State conferences. During this time, the students compete in elections for city, county, and state representatives. They elect a governor and participate in one of two "political parties." These activities are accompanied by an instructional program which teaches about the operation of government from the township to the state level.

Contact: Boys State - Steve Short, 317-630-1266
Girls State - Sue Liford, 317-630-1266

The Association for Supervision and Curriculum Development (ASCD):

ASCD is made up of educators whose principle responsibilities are in the area of curriculum development and supervision. The organization takes the position that "All schools should work in partnership with families and other community members to develop and implement character and citizenship education programs." ASCD publishes several resources to assist teachers, administrators, and community members in this effort.

Contact: ASCD, 1250 North Pitt Street, Alexandria, VA 22314-1453, 703-549-9110

The BEST Program

BEST is intended to provide a systematic approach to build student character and create a positive school climate. Materials for each grade, from Kindergarten through eighth grade, offer classroom activities, a bibliography of student reading selections, posters, models for staff and community newsletters, suggestions for community projects, and ideas for parental involvement. The materials have been developed with the help of local teachers and have been piloted in 12 South Bend schools.

Contact: Angeline Finnigan
BEST Program, P.O. Box 785, Notre Dame, Indiana, 46556-0785, 800-359-5189.

Brentwood Elementary School:

The character education program at Brentwood Elementary School in Fort Wayne was begun six years ago by a school committee. The program emphasizes character building words throughout the school, and teachers integrate the concepts into instruction. A parent newsletter encourages parents to discuss these ideas with their children. School officials have received support from the local community and report that their students are more orderly and have better manners as a result of the program.

Contact: Pat Byall, Principal, or Tim Martone, 219-425-7320

Community of Caring:

As a participant in a national program entitled Community of Caring, West Vigo High School integrates citizenship instruction across the curriculum through service learning, and through teen forums, which focus on issues of importance to youth of the community. West Vigo High School engages students, parents, and the community in the process and focuses on the following elements of character: caring, responsibility, respect, trust, family, civic virtue and citizenship, justice and fairness. As a result, the school community has seen an increase in positive actions by young people.

Contact: West Vigo High School - Kathy Miller, 812-462-4282
Community of Caring - Rebecca Anderson, 202-393-1251

ERIC Clearinghouse for Social Studies/Social Science Education:

ERIC, the Educational Resources Information Center, is a nationwide network of 16 clearinghouses. The ERIC Clearinghouse for Social Studies/Social Science Education is housed at the Social Studies Development Center at Indiana University. The Clearinghouse answers questions about the social studies area; conducts computer searches of the ERIC database; develops news bulletins, bibliographies, and other free or inexpensive materials; publishes monographs and "digests" or summaries that discuss the research on important topics or issues; and publishes handbooks of materials for use in the classroom. Among the ERIC Digests relating to citizenship education are "Teaching the Responsibilities of Citizenship," "Civic Education in Schools," "Civic Education Through Service Learning," and "Linking Law-Related Education to Reducing Violence By and Against Youth."

Contact: 812-855-3838 or 800-266-3815, <www.indiana.edu/~ssdc/~eric-chess.html>

Evansville Youth Summit on Violence in the Schools:

All of Evansville's ten middle schools participate in this program using materials developed by the Center for Civic Education, a national nonprofit civic education organization. Using the CCE materials, *Violence in the School: Developing Prevention Plans*, students work with their teachers in their individual classrooms to identify the causes of violence and possible solutions. While they are developing the skills to prevent problems in their own schools, they develop original plans to combat violence in a hypothetical school. As a culminating activity, five representatives from each middle school are elected to present their school plan at the Youth Summit to a panel of adult community members who react to the plans, ask questions, and make recommendations.

This program is now in its third year. Last year, approximately 2000 Evansville middle school students participated in the program and 50 of their representatives attended the Youth Summit. As a result, several of the middle schools have implemented peer mediation programs that are resolving problems before violence can occur. Students have learned that what they do matters. They have also developed verbal skills that help them to resolve problems in a civil manner, and they have learned how to avoid behaviors and situations that can lead to violence.

In addition to school personnel, adult community members working with the program include representatives of the Sheriff's Department, local attorneys, and representatives of the Evansville Human Relations Commission. Support for acquiring instructional materials was provided by the Indiana Program for Law-Related Education, based at Indiana University.

Contact: Rick Borries, Curriculum Supervisor - Evansville/Vanderburgh School Corporation, 812-435-8467

Tom Vontz, Director - Indiana Programs for Law-Related Education Program, 812-855-0467

Center for Civic Education, 800-350-4223

Garrett-Keyser-Butler School Corporation - CHARACTER COUNTS!:

The Garrett-Keyser-Butler School Corporation became a member of the CHARACTER COUNTS! Coalition in 1996. The Coalition is a nonpartisan alliance of leading educational and human-service organizations dedicated to strengthening the character of young people through the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. National member organizations include the American Red Cross, the United Way of America, USA Police Activities League, Big Brothers/Big Sisters of America, 4-H, Little League Baseball, YMCA of the USA, the National Association of State Boards of Education, and the National Association of Secondary Principals.

The school corporation has formed a partnership with the Garrett community called TEAM to teach, enforce, advocate, and model the six pillars of character. The goal of the partnership is to join in a united effort so that character education, which begins at home, is reinforced at school and carried over to the workplace.

Contact: Alan Middleton, Superintendent, 219-357-3185 or
Patti Weller, 219-357-4114

Habits of the Heart:

Habits of the Heart is a project designed to strengthen philanthropy, the traditions of giving and serving for the common good, in young people. With funding from the Lilly Endowment, Habits of the Heart joins the Indiana Humanities Council, Community Partnerships with Youth, Inc., and the Indiana University Center on Philanthropy in a collaborative effort to reach the youth of Indiana through youth organizations and faith-based congregations. Project activities include the development of training materials and experiences to help youth become philanthropic, committed, and reflective citizens.

Contact: Wynola Richards, Interim Executive Director, or
Luana Nissan, Project Director, 317-638-1500, 800-657-8897

Indiana Academy for Science, Mathematics, and Humanities:

CIVITAS PROGRAM is a three semester social studies requirement for students at the Indiana Academy in their junior and senior years. Students explore the nature of historical and economic thought and analyze the development of American institutions and values. Emphasis is placed on the development of political, social, and economic participation of the American citizen. The final semester of the course examines 20th century turning points in the American experience.

Contact: Mark Watson, 317-285-8125

Indiana Close Up:

This state-wide program, sponsored and carried out by the Indiana Historical Bureau, brings high school students and their teachers to the Indiana Government Center for one day to carry out a "Jefferson Meeting" on the Indiana Constitution. Students are prepared in advance with background information on the Indiana Constitution so that they are prepared to debate constitutional issues in breakout and plenary sessions. Approximately 500 to 600 students participate each year in this program, which has been in operation for over ten years. Close Up provides students with an in-depth study of the Indiana Constitution and a forum to practice the skills of civil debate and discussion. In addition, students experience the Government Center and the State House and have the opportunity to interact with other students from across the state. The Indiana Historical Bureau provides the materials on the Indiana Constitution at nominal cost so that Jefferson Meetings can be held in local schools and communities, rather than coming to Indianapolis.

Contact: Virginia Terpening, Associate Director, Indiana Historical Bureau,
317-232-2977

Southwestern Indiana Close Up: Since 1983, students from surrounding communities in the Evansville area have participated in daylong issues forums co-sponsored by the Evansville-Vanderburgh School Corporation and the Close Up Foundation. The conference theme reflects current topics or examines one issue in depth. Community, state, and national leaders have participated in the programs. Foreign students from the University of Evansville give their impressions of the legal system and the electoral process in the United States and compare them with systems in their own countries. The programs also feature information about the national Close Up Program for high school students in Washington, D.C. This event has increased the civic awareness of thousands of area students.

Contact: Rick Borries, Supervisor of Social Studies,
Evansville-Vanderburgh School Corporation, 812-435-8467

Indiana Kids' Election:

This program features a classroom or school-wide election held on election day in each General Election year. Teaching materials are provided to participating schools. The program is sponsored by the Indiana Department of Education, the Newspaper in Education of the Indianapolis Star/Indianapolis News, the Lilly Endowment, the Indiana State Bar Association, and the Office of the Secretary of State. For information about the program and how to participate, please contact the Indiana State Bar Association at 317-639-5465.

James F. Ackerman Center for Democratic Citizenship - Purdue University:

The Ackerman Center is a national citizenship education resource center which provides annual teacher institutes, opportunities for research, in-service workshops and training, and assistance in curriculum development. In its teacher-preparation programs, the Center provides teachers with a three part model for citizenship education which emphasizes 1) core democratic values, such as individual rights, the common good, justice, equality of opportunity, diversity, truth, and patriotism; 2) building a sense of community and shared responsibility; and 3) participation in community life through civic service and learning.

In its sixth year of operation, the Ackerman Center has provided training for teachers from schools throughout the United States and in several foreign countries. Several Indiana schools are currently implementing citizenship education programs based on the Ackerman model, including Lincoln Elementary School in Columbus and Amelia Earhart Elementary School in Lafayette.

Contact: Dr. Lynn Nelson, Director, Ackerman Center for Democratic Citizenship,
Purdue University, 765-494-2372

Lawrence Township - Life Skills for Building Character:

The Metropolitan School District of Lawrence Township has had a character education initiative in progress for four years. A district-wide committee of parents, teachers, students, and community members worked together for two years to develop a mission statement for character education and a set of ten life skills or character traits: caring, courage, fairness, honesty, initiative, perseverance, respect, responsibility, teamwork, and trustworthiness. The character life skills are intended to bring focus to and provide a common language for character building efforts and initiatives.

Lawrence Township views character education as the ongoing and long-term process of helping students develop good character traits and habits through learning, understanding, caring about, and acting upon core ethical values. The character education initiative is not seen as an "add-on" to the present curriculum. Instead, it is a comprehensive approach in which the ten core character traits are integrated into daily school and classroom activities. Teachers use their own creativity to design lessons and activities that teach and support the character traits, and all school personnel have the responsibility to consistently model these life skills throughout the school community. Lawrence Township teachers and administrators are active in providing leadership in character education efforts at the local, state, and national levels.

Contact: Dr. Duane Hodgin, Assistant Superintendent, 317-546-4921

Project Citizen:

Project Citizen is a new middle school program sponsored by the National Conference of State Legislatures and the Center for Civic Education. This program is designed to improve teaching and learning about state and local government and to develop students' capacity to participate competently and responsibly in their government. Project Citizen involves an entire class in identifying a real problem in their community to study and research. The class gathers and evaluates information on the problem and develops a proposed policy or plan to deal with it. Each class displays its work in a portfolio that is evaluated by a panel of citizens from the local community.

In Indiana, Project Citizen is a cooperative effort of the Social Studies Development Center at Indiana University and the James F. Ackerman Center for Democratic Citizenship at Purdue University. Program sponsors also include the Indiana State Bar Association and the Indiana State Bar Foundation. Indiana participated in the national pilot testing of this program by introducing the materials in several middle schools. Among schools which have been involved with Project Citizen are Franklin Township Middle School and Sunnyside Middle School in Lafayette. Two regional competitions, featuring class presentations and demonstrations of learning, are held each year, one in Evansville for southern Indiana, and one in Lafayette, for the northern part of the state. The top three class presentations from each region represent their schools in the state competition in Indianapolis. The project sponsors regional workshops and summer institutes for teachers.

Contact: Tom Vontz, Co-Director, Project Citizen, Indiana University, 812-855-0467
Dr. Lynn Nelson, Co-Director, Project Citizen, Purdue University, 765-494-2372

Project Peace:

Project Peace is a mediation program that has been established in 24 elementary programs in the state in an effort to use parents, teachers, and attorneys to teach children to resolve disputes peacefully and not resort to violence. This program is coordinated by the Indiana State Bar Association Civil Rights of Children Committee and the Attorney General of Indiana. For information, contact the office of the Attorney General, 402 West Washington Street, Fifth Floor, Indianapolis, Indiana 46204.

Contact: Nancy Heck, Associate Executive Director -
Indiana State Bar Association, 317-639-5465

Reading for Real:

Reading for Real is a reading program for students in Grades 4-8 which uses literature to foster students' commitment to values such as kindness, helpfulness, personal responsibility, respect for others, and honesty. A similar program is available for students in Grades K-3. The literature selections include stories, biographies and autobiographies, poetry, and novels. Selections are in original, unabridged versions, rather than excerpts or adaptations. Students have the opportunity to read in groups with other classmates and independently. Parental involvement and assessment activities are included. Since 1990, over 700 teachers have been prepared to use Reading for Real in a training program sponsored by the Lilly Endowment and administered by Butler University in Indianapolis.

Contact: Barbara Poore, 317-823-1481 or Tom McCain, 317-940-9273

Shared Information Services (SIS):

SIS is a resource center of instructional materials that is funded and operated by the Indiana Department of Education Gifted/Talented Education Unit. Four SIS centers in the state (IUPUI, Ball State, Purdue, Wilson Educational Service Center) are open to anyone wishing to examine or check out materials. Mobile services are available through all four SIS Centers. The collection has numerous materials pertaining to citizenship.

Contact: Rose Myers, Coordinator, Ball State University, 800-322-1248
Sally Holland, Coordinator, IUPUI, 800-942-4072
Linda Clark, Coordinator, Purdue University, 800-347-2948
Kay Colston, Coordinator, Wilson Education Service Center, 800-326-5467

The Student Leadership Academy:

The Academy is a two-year leadership development program for students in Grades 9-12. Each class is limited to 80 participants, with a new class starting every year. Students are exposed to national, state, and local presenters and are instructed in a curriculum that covers many different topics and skills in leadership as it relates to contribution to community welfare and good citizenship. The two-year program requires students to complete two projects, one for the community and another for the school. Projects are evaluated on the basis of action plan and portfolio development.

Contact: Tammy Brothers, West Central Indiana Educational Service Center,
317-653-2727

The Student Leadership Institute:

This program, sponsored by the Indiana Association of School Principals and housed at Ball State University in Muncie, provides summer institutes, camps, Saturday seminars, and one-day in-school seminars for middle school and high school students. The goal of the program is to help students develop responsible leadership abilities by emphasizing the importance of honesty, dependability, responsibility to others, service to the community, and the need to make personal sacrifices for the common good. Over 70 middle schools and 120 to 300 high schools participate in Student Leadership Institute programs. An elementary program is currently being developed.

Contact: Dr. Sandra Hillman, Lebanon High School, 317-482-0400

We the People: The Citizen and the Constitution:

This national program provides a fresh approach to teaching about the United States Constitution, its philosophical foundations, and its significance in daily life. A regular classroom is divided into six teams to become "experts" on six units of study about the

Constitution and Bill of Rights. After research and preparation, each team presents its findings before a panel of adult community members. Teams are evaluated on their basic understanding of the Constitution, on their ability to apply constitutional principles to current events, and how well all team members participate.

The program involves both classroom instruction and a competition that allows teams to advance to regional, state, and national levels. At the national competition, Indiana teams have consistently placed near the top of the competition. Although not all of the schools that use the "We the People" materials choose to engage in competition, those that do must involve an entire class of students. This means that students with a range of abilities work together, and citizenship education becomes a team effort for everyone.

Approximately 150 Indiana high schools used the "We the People" materials in the 1997-98 school year. While the program has emphasized the high school level, the popularity of materials for younger students is growing, with around 20 middle schools and elementary schools involved. Teachers commenting upon the benefits of the program say that it helps students to go beyond memorization of facts to the application of historical and constitutional issues in everyday settings. It gives students skills and knowledge that they will use throughout their lives.

Contact: Tom Vontz, Director - Indiana Program for Law-Related Education,
812-855-0467

Service Leadership - Carmel High School:

Service Leadership is a one-semester class that focuses upon student personal development, social development, social and civic responsibility, academic and cognitive skills, and career development. The class is open to 25 second semester seniors working closely with Partners in Education. The instructional materials used are *Active Citizenship Today*, by the Close Up Foundation, and *Growing Hope*, by the National Youth Leadership Council.

Contact: Ronda Eshleman, Teacher Business Education/Service Leadership,
317-846-7721, extension 1457

Resources

Good Citizenship and Service Learning

Service Learning programs provide students a natural way to apply classroom learning to life experiences and to practice their citizenship skills. Service Learning gives students opportunities to:

- be respectful and honest and learn that positive attitudes build successful lives.
- develop teamwork and team building skills.
- learn that communication and cooperative team effort can eliminate problems or produce amicable solutions.
- look at all the possibilities.
- take responsibility for themselves and take care of others.
- adapt and adjust to meet the needs and learning styles of others.
- persevere; take a different direction when faced with adversity; use team work, thinking, and leadership skills to develop a new strategy.
- take responsibility for maintaining self-discipline; make civic, social, and academic gains.
- respect different cultures, abilities, and ages.
- learn first hand that everyone can make positive contributions to our society.
- use their skills in reflection and evaluation to prepare for, observe, and analyze various situations.
- use academic skills and knowledge in everyday situations.
- understand that **education is valuable.**

Planning and Implementing a Service Learning Program:

Most Service Learning programs are developed in four stages: Planning, Action, Reflection, and Evaluation. Each stage allows students to draw on skills and knowledge from a wide range of academic areas and presents constant opportunities to exercise good citizenship. Each stage reinforces for students the idea that "What we learn in the classroom is usable in real life." At all times it is important that students be responsible for the thinking, researching, decision-making, doing, and evaluating of results. Students should be allowed to use their imaginations and talents to choose the best approaches for their community, school, and class.

At the beginning of a Service Learning project, students will need to take the following steps:

- circulate a needs assessment;
- select a need that can be addressed;
- reflect upon that need and consider the various aspects involved;
- verify the academic ties this need and a related project would have to the school's curriculum;
- develop a plan of action;
- prepare for all possibilities; and
- reflect upon the project.

As students implement a Service Learning project, they will:

- perform service;
- apply academic learning;
- take action;
- observe and reflect upon what is happening;
- analyze what had been accomplished; and
- reflect upon the project, including what has been accomplished for the community, the school, and the students, and what more needs to be done.

Reflection is a key element at several stages of a Service Learning project. The reflection process allows students to take learning to higher levels of thinking while incorporating the ideals of good citizenship. It assists students in the development of thinking skills, leadership skills, civic responsibility, and a sense of respect for themselves and others.

Strategies for building student skills in this area include:

1. Student writing and data collection:
    - student notes, log books, and journal writing;
    - essays and research papers;
    - preparation of handbooks and worksheets for workshops;
    - special reports;
    - needs assessments;
    - evaluation forms;
    - scrapbooks of newspaper clippings and other materials; and
    - collections of student work.

2. Discussion among students and between the teacher and students:

   A. Asking questions, such as:
      - "What happened?" "So what?" "What now?"
      - "What would you like to have happen as a result of this project?"
      - "What role do you want to play in this project?"
      - "Who does this project benefit?" "Why is it important?"
      - "What did you learn as a result of the project?"
      - "Have you been considerate and fair to everyone involved?"

   B. Discussion sessions:
      - Group/class discussions;
      - One-on-one discussions;
      - Conferences with groups, classes, community members, senior citizens, and experts;
      - Brainstorming sessions; and
      - Oral reports and presentations to: the class or the school; community members; policy makers; and school administrators and board members.

3. Visual presentations: such as live performances; video and/or photographic displays; artwork; and displays

Planning thoughts for the teacher: When using any reflective strategy, please take the following into consideration:

1. Is the strategy being used taking into consideration the ability level of the person being asked to perform the task?

2. Will this strategy:
   - allow participants to "be themselves?"
   - open doors to thinking and evaluation skills?
   - positively reinforce interactive skills?
   - translate thoughts into words?

3. Does this strategy help students to understand that something which looks like an obstacle can actually be a stepping stone?

When Service Learning projects are carefully planned, implemented, and evaluated students have opportunities to build their skills in many areas. These include project planning and development, role playing, oral and visual presentation skills, researching, budget development, giving appropriate recognition to the accomplishments of others, using thinking skills and imagination, and celebrating team and individual accomplishments.

SERVICE LEARNING RESOURCES:

The selections included in this bibliography have been suggested by practicing Indiana teachers. Pieces should be read carefully by the teacher before presentation to ensure that they meet the developmental needs of a specific group of students as well as community expectations.

This document is presented as a guide to assist teachers, schools, and communities as they develop a useful, local citizenship education program. It is recommended that each school act within its local School Board adopted selection policy for all literature, programs, and resources. By using both locally developed guidelines and teacher judgement, the citizenship education program in your school will reflect community standards and needs.

BOOKS

The following are books or publications related to various aspects of Service Learning. These have been used as resources by teachers in Indiana schools. This is not a comprehensive list; it is only a sampling.

A Step-by-Step Guide to Community Service

Youth Resources of Southwestern Indiana
216 S. E. Third Street
Evansville, IN 47713
Telephone: 812-421-0030
FAX: 812-422-9143
$10 plus $1.24 postage

This publication features the hands-on work of hundreds of dedicated teachers across four states, including Indiana. It is a practical, easy-to-read and easy-to-use manual. Many projects focus on elementary and middle school, but there are examples for high school and those written for lower levels often can be adapted.

How to Establish a High School Service Learning Program

Judith T. Witmer and Carolyn S. Anderson
Association for Supervision and Curriculum Development
1250 N. Pitt Street, Alexandria, VA 22314
Telephone: 703-549-9110
FAX: 703-549-3891
ISBN 0-87120-232-8 $6.95

A clear, practical "how to" guide for development of Service Learning programs at the secondary level. This way of thinking treats young people as resources for community problem solving rather than clients. This short, readable book describes how Service

Learning provides a means of doing and of making the entire community a learning environment.

Learning by Serving: 2,000 Ideas for Service Learning Projects

Joseph Follman, James Watkins, & Dianne Wilkes
SERVE
345 South Magnolia Drive, Suite D-23, Tallahassee, FL 32301
Telephone: 904-671-6000
$8

This book is designed to help teachers and others who are interested in Service Learning assimilate it into their instruction. These projects explore the belief that service learners discover that the satisfaction of making decisions in the world is deepened by the discipline of being responsible for them. It is an "idea book." It is divided into four sections: Interdisciplinary projects which are broken into grade levels elementary through high school; Single-Discipline project examples by subject and grade level; Initiating Service Learning; and Resources. The examples are derived from actual projects.

TECHNOLOGY

The following are web sites related to various aspects of good citizenship instruction. These have been used as resources by teachers in Indiana schools. This is not a comprehensive list; it is only a sampling.

National Service Learning Cooperative Clearinghouse has searchable databases on Service Learning literature, programs, events, trainers, organizations, and K-12 Learn and Serve America grantees. There are links to Service Learning sites elsewhere on the web. One can enter information about an existing program, training, conference, or technical assistance. It is possible to sign up for its K-12 Listserv, which connects service-learning educators across the nation. **Engine: Excite**
URL: <http://www.nicsl.coled.umn.edu/>

Impact Online is a nonprofit organization that seeks to facilitate and increase community involvement via the Internet. It is building free resource databases to help people get involved in the community. Using its search page, one can search for non profit groups by name, category, or by geographical area. Groups needing volunteers are listed. Non-profits can add information to the databases free of charge. **Engine: Excite**
URL: <http://www.impactonline.org>

"American Promise" from PBS is a three-part series on taking action in the community. Two of its most intriguing areas are the Community Action Guide and the Public Discussion Center. The Action Guide includes 24 different projects, such as replacing graffiti with community murals or keeping guns out of school. Projects have details and a

contact person. In the Public Discussion Center, there is an area for teachers to discuss how to do a variety of lessons. **Engine: Lycos**
URL: <http://pbs.org/ap/>

Nonprofit Prophets is an interactive project that challenges groups of students to investigate a problem and then create a World Wide Web Resource page on the Internet that teaches about the problem. Students select a topic (a list is provided), research the problem, locate non profit partners on the web to collaborate with, conduct ongoing communications with professionals in the field, write related articles, design a page, receive feedback on the design, and publish a web page. **Engine: Excite**
URL: <http://www.kn.pacbell.com/wired/prophets/index.html>

Youth in Action Network is an interactive free web site for young people, educators, organization members, and classrooms who want to learn about, and participate in, positive social action and service projects. Youth and educators from around the world come together to learn, communicate, and take action on issues related to topics such as the environment and human rights. The site has information and links to other site problem areas , communication tools forums and chat areas, and action tools such as The Media Locator, Petition Maker, Survey Station, Global Citizen Lobbyist, and The Fundraiser.
Engine: Infoseek
URL: <http://www.mightymedia.com/youth/>

Giraffe Project, which was profiled in *Network*, has a web site. It includes profiles of community heroes, "giraffes," who have stuck their necks out for the common good. One can nominate community heroes. The site also has inspiring news articles and quotes as well as information on the project's K-12 curriculum and its speaker program.
Engine: Infoseek
URL: <http://www.whidbey.com/giraffe/>

Resources

Resources for Parents, Teachers, and Community Members

The following selections are a sample of the many resources available to parents, educators, and community members as they integrate citizenship education into the school program. This is not intended to be an inclusive listing or an endorsement of specific programs or materials. Educators and others are encouraged to examine all resources carefully to identify those which will be useful in local settings.

Books

Andrews, Sharon Vincz. *Teaching Kids to Care: Exploring Values through Literature and Inquiry*. Bloomington, Indiana: EDINFO Press, 1994.

Bennett, W. J. (ed.). *The Book of Virtues: A Treasury of Great Moral Stories*. New York: Simon and Schuster, 1993.

Brown, Deb. *Lessons from the Rocking Chair: Timeless Stories for Teaching Character*. Chapel Hill, North Carolina: Character Development Group, 1997.

Burrett, Kenneth, and Timothy Rusnak. *Integrated Character Education*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1993.

Dotson, Anne C., and Karen D. Dotson. *Teaching Character: Teacher's Idea Book*. Chapel Hill, North Carolina: Character Development Group, 1997.

____________________________. *Teaching Character: Parent's Idea Book*. Chapel Hill, North Carolina: Character Development Group, 1997.

____________________________. *Character Advisor/Advisee: 24 Short Lessons for Teaching Character*. Chapel Hill, North Carolina: Character Development Group, 1998.

Goodlad, John I., Roger Soder, and Kenneth A. Sirotnik (eds.). *The Moral Dimensions of Teaching*. San Francisco: Jossey-Bass, 1990.

Haynes, Charles C., and Oliver Thomas (eds.). *Finding Common Ground: A First Amendment Guide to Religion and Public Education*. Nashville, Tennessee: The Freedom Forum First Amendment Center, 1994.

Hoffman, Judy, and Anne Lee. *Character Education Workbook: For School Boards, Administrators and Community Leaders*. Chapel Hill, North Carolina: Character Development Group, 1997.

Huffman, Henry A. *Developing A Character Education Program*. Alexandria, Virginia: ASCD, 1994.

Jackson, Philip K., R. Boostrom, and D. Hansen. *The Moral Life of Schools*. San Francisco: Jossey-Bass, 1993.

Kilpatrick, William. *Why Johnny Can't Tell Right from Wrong*. New York: Simon and Schuster, 1992.

Lamme, Linda Leonard, Suzanne Lowell Krogh, and Kathy A. Yachmetz. *Literature-Based Moral Education*. Phoenix, Arizona: The Oryx Press, 1992.

Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books, 1991.

Moral Education in the Life of the School. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1988.

McClellan, B. Edward. *Schools and the Shaping of Character: Moral Education in America, 1607-Present*. Bloomington, Indiana: ERIC/CHESS and SSDC, 1992.

Ryan, Kevin and Edward A. Wynne. *Reclaiming Our Schools: A Handbook on Teaching Character, Academics and Discipline*. New York: Macmillan, 1993.

Singleton, Laurel R. *C is for Citizenship: Children's Literature and Civic Understanding*. Boulder, Colorado: Social Science Education Consortium, 1997.

Teaching Values and Ethics: Problems and Solutions. Arlington, Virginia: American Association of School Administrators, 1991.

Vincent, Philip Fitch. *Developing Character in Students - A Primer for Teachers, Parents, and Communities*. Chapel Hill, North Carolina: New View Publishers, 1994

_______________. *Promising Practices in Character Education*. Chapel Hill, North Carolina: Character Development Group, 1996

Weed, S. M. *Character Education-Weber Project Summary*. Salt Lake City, Utah: Institute for Research and Evaluation, 1993.

Articles/Journals

Asayesh, Galareh. "Creating Values and Character Education Programs." *Journal of Staff Development*, Fall 1992, pp. 38-41.

ASCD panel on Moral Education. "Moral Education in the Life of the School." *Educational Leadership*, May 1988, pp. 4-8.

Brooks, B. David, and Mark E. Kann. "What Makes Character Education Programs Work?" *Educational Leadership*, November 1993, pp. 19-21.

Cohen, Philip. "The Content of Their Character: Educators Find New Ways to Tackle Values and Morality." ASCD *Curriculum Update,* Spring 1995.

Doyle, Denis P. "Education and Character: A Conservative View." *Phi Delta Kappan,* February, 1997, pp. 440-443.

"Education for Democratic Life." *Educational Leadership*, February 1997.

"Fostering Civic Virtue: Character Education in the Social Studies." *Social Education*, April/May 1997, pp. 225-227. This is a position statement of the National Council for the Social Studies prepared by the NCSS Task Force on Character Education.

Herman, Randi. "Character Education: A Dormant Component of the Public School Curriculum." *Curriculum Report*, January 1998, pp. 5-6.

Howard, Maurice. "Service Learning: Character Education Applied." *Educational Leadership*, November 1993, pp. 42-43.

Huffman, Henry. "Character Education Without Turmoil." *Educational Leadership*, November 1993, pp. 24-26.

"Staff Development for Character Development." *Journal of Staff Development*, Spring 1996.

Kevin, Betsy. "Essay: Educating Youth for Citizenship: The Conflict Between Authority and Individual Rights in the Public School." *Yale Law Journal,* July 1986, p. 1647.

Kirschenbaum, H. "A Comprehensive Model for Values Education and Moral Education." *Phi Delta Kappan,* 1992, pp. 771-776.

Kohn, Alfie. "How Not to Teach Values: A Critical Look at Character Education." *Phi Delta Kappan*, February, 1997, pp. 428-439.

Landfried, Steven E. "Talking to Kids about Things That Matter." *Educational Leadership,* May 1988, pp. 32-35.

Leming, James S. "In Search of Effective Character Education." *Educational Leadership,* November 1993, pp. 63-71.

__________. "Synthesis of Research: In Search of Effective Character Education." *Educational Leadership.* November 1993, pp. 63-71.

Lickona, Thomas. "Creating a Moral Community in the Classroom." *Instructor,* September 1993, p. 2.

__________. "Four Strategies for Fostering Character Development and Academics in Children." *Phi Delta Kappan,* February 1988, pp. 419-423.

__________. "How Parents and Schools Can Work Together to Raise Moral Children." *Educational Leadership,* May 1988, pp. 36-38.

__________. "The Return of Character Education." *Educational Leadership,* November 1993, pp. 6-11.

Lockwood, Alan. "A Letter to Character Educators." *Educational Leadership.* November 1993, pp. 72-75.

Massey, M. "Interest in Character Education Seen Growing." ASCD *Update,* 1992, pp. 4-5.

Patrick, John J. "Civil Society in Democracy's Third Wave." *Social Education,* November/December 1996, pp. 414-417.

Paul, Richard W. "Ethics without Indoctrination." *Educational Leadership,* May 1988, pp. 10-19.

Prager, Richard. "Designing an Ethics Class." *Educational Leadership,* November 1993, pp. 32-33.

Reed, Suellen. "Promoting Good Citizenship Through Reading." *The Indiana Reading Journal,* Summer 1996, pp. 6-9.

Rhodes, Mary. "Values and Character in the Curriculum: Moving Forward to the Beginning." *NASSP Curriculum Report,* January 1998, pp. 1-4.

Saterlie, Mary Ellen. "Developing a Community Consensus for Teaching Values." *Educational Leadership,* May 1988, pp. 44-47.

Schaps E., D. Solomon, and M. Watson. "A Program That Combines Character Development and Academic Achievement." *Educational Leadership,* December 1985, pp. 32-35.

Scott, Charles L. "Shaping Character." *American School Board Journal,* December 1992, pp. 28-30.

"Teaching Young Citizens." *Social Studies & the Young Learner*, September/October 1997.

"Teaching the Responsibilities of Citizenship." *ERIC Digest.* EDO-SO-91-3, April 1991.

Williams, Mary. "Actions Speak Louder Than Words: What Students Think." *Educational Leadership,* November 1993, pp. 22-23.

Woehrle, Thomas. "Growing Up Responsible." *Educational Leadership,* November 1993, pp. 40-43.

Wynne, Edward A. "Balancing Character Development and Academics in the Elementary School." *Phi Delta Kappan,* February 1988, pp. 424-426.

__________. "The Great Tradition in Education: Transmitting Moral Values." *Educational Leadership,* December/January 1986, pp. 4-9.

Wynne, E. A., and H.W. Walberg. "The Complementary Goals of Character Development and Academic Excellence." *Educational Leadership,* December/January 1988, pp. 15-18.

Resources

Organizations That Provide Citizenship and Character Education Material

The Indiana Department of Education does not endorse specific organizations, programs, or materials. The organizations listed here provide examples of the many character and citizenship education resources available.

American Bar Association/Special Committee on Youth Education for Citizenship
541 North Fairbanks Court
Chicago, Illinois 60611-3314
312-988-5735
FAX: 312-988-5032

Since 1971, the ABA/YEFC has provided consulting and a clearinghouse for organizations and institutions with an interest in law-related education. This organization works with school systems, bar associations, justice agencies, and community groups to develop viable programs for youth. They publish newsletters, reports, and other publications to support law-related education programs.

Association for Supervision and Curriculum Development
1250 N. Pitt Street
Alexandria, VA 22314-1403
703-549-9110
FAX: 703-549-3891

ASCD has published the November 1993 issue of *Educational Leadership*, devoted to character education; *How to Plan a Program for Moral Education* by Merrill Harmon, and *Moral Education in the Life of the School.*

Center for the 4th and 5th Rs
Education Department
SUNY Cortland
P.O. Box 2000
Cortland, New York 13045
607-753-2455

FAX: 607-753-5980
<www.cortland.edu/www/c4n5rs/home.htm>

The Center, headed by Dr. Thomas Lickona, serves as a regional, state, and national resource in character education. It provides a newsletter and carries out character education institutes, workshops, conferences, and other professional development activities. The Center promotes a 12-point comprehensive approach to character education that considers all aspects of school life as important in a character development program.

Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91032
FAX: 818-591-9330

The Center for Civic Education has been engaged in research, development, and implementation of programs for elementary and secondary students for more than 30 years. It has produced the *Law in a Free Society* curriculum that features lessons and units on concepts such as authority, justice, and responsibility, and the *We the People* curriculum which focuses on the history and principles of the United States Constitution and the Bill of Rights. In addition, they have developed middle school programs with a focus on civic action by students in the areas of drug abuse and school violence. This organization also coordinated the development of the national civics standards.

Center for Creative Leadership in Law-Related Education (CRADLE)
Wake Forest University School of Law
2714 Henning Drive
Winston-Salem, North Carolina 27106-4502
910-437-1054
FAX: 910-721-3353

CRADLE provides a variety of staff development and technical assistance for teachers and leaders in the area of law-related education. It has a large repository of teacher developed law-related and civic education materials. They have also developed strategies for implementing a North Carolina mock trial competition and for using technology in law-related education classes.

Character Development Corporation
P.O. Box 9211
Chapel Hill, North Carolina 27515-9211
919-967-2110
FAX: 919-967-2139

The Character Development Corporation provides publications and other resources developed by practitioners in character education. Dr. Philip Vincent is one of the organization's major authors and consultants.

Character Education Institute
8918 Tesoro Drive
San Antonio, TX 78217
800-284-0499
FAX: 210-829-1729

This organization distributes a character education curriculum which is intended to help pre-kindergarten through middle school students build self-esteem, avoid substance abuse and negative peer pressure, understand and accept diversity in society, use self-discipline to achieve goals, and develop critical thinking skills.

Character Education Partnership
918 16th Street N.W.
Suite 501
Washington, D.C. 20006
800-988-8081
FAX 703-549-3891
<www.character.org>

The Character Education Partnership is a nonpartisan national association of organizations and individuals dedicated to the development of good character and civic virtue in young people. Its activities include a national clearinghouse, a web site, community programs, school support, publications, annual and regional conferences, and national awards. For schools or individuals who are considering character education, CEP is a good source of information about a variety of programs and resources.

Community of Caring, Inc.
1350 New York Ave., NW
Suite 500
Washington, DC 20005
202-393-1250
FAX: 202-737-1937

Community of Caring combines teacher training, values discussions, teen forums, parental involvement, and community service with already existing school programs to address early sexual development, teen pregnancy, substance abuse, and school dropouts. It stresses the relationship between the decisions teenagers make in life and individual value systems by emphasizing the importance of respect, responsibility, trust, caring, and the family.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, California 90005
213-487-5590
FAX: 213-386-0459

407 South Dearborn, Suite 1700
Chicago, Illinois 60605
312-663-9057
FAX: 312-663-4321

Since 1962, CRF has been developing programs for middle and high school students on a broad range of topics. This is a private nonprofit organization that develops instructional materials and provides staff development for teachers of United States history, government, international studies, and elementary social studies. Many of their programs feature methods for involving a variety of community resources in the instructional process. CRF programs are designed to reduce delinquent behavior, reduce substance abuse, and improve citizenship skills for both English speaking and English as a second language students.

The Developmental Studies Center
2000 Embarcadero
Suite 305
Oakland, CA 94606
510-533-0213
FAX 510-464-3670

The Developmental Studies Center (DSC) is a nonprofit educational organization which develops, evaluates, and disseminates programs that aim to foster children's ethical, social, and intellectual development. In 1980, the Center established the Child Development Project, a comprehensive, long-term collaboration with elementary school educators in San Ramon, California. Research indicates the program has been effective in improving children's academic achievement and character development.

The Giraffe Project
P. O. Box 759, 197 Second Street
Langley, Washington 98260
360-221-7989
FAX 360-221-7817
<www.giraffe.lrg/giraffe/>

The Giraffe Project finds and publicizes contemporary, real-life heroes. These heroes are people who have stuck their necks out for the common good and have earned commendations as "Giraffes." The Project maintains a story bank of over 800 real heroes and publishes K-12 curriculum materials, as well as a guide to community service.

Heartwood Institute
12300 Perry Highway
Wexford, PA 15090
412-934-1777
FAX: 412-934-0050

This institute fosters moral literacy and ethical judgment by providing an anchor for children in virtues common to the world's cultures and traditions. Courage, loyalty, justice, respect, hope, honesty, and love are presented in read-aloud, multi-cultural stories intended to develop within the child a strong basis for moral character and development.

Jefferson Center for Character Education
2700 East Foothill
Suite 202
Pasadena, CA 91107
818-792-8130
FAX: 818-792-8364

The Jefferson Center develops and provides curricula, programs, and publications that are intended to teach core values and ethical decision-making skills that foster good conduct, personal and civic responsibility, academic achievement, and work-force readiness.

Josephson Institute of Ethics
4640 Admiralty Way
Suite 1001
Marina del Ray, CA 90292
310-306-1868
FAX: 310-827-1864

This institute publishes *Ethics: Easier Said Than Done,* December 1992, issues 19 and 20, focusing on developing moral values in youth. It coordinates the Character Counts Coalition, a long-term, grassroots campaign to combat violence, dishonesty, and irresponsibility through its network of over 30 organizations devoted to the education and training of young people.

Learning for Life
Boy Scouts of America
1325 West Walnut Hill Lane
Irving, Texas 75015-2079
214-580-2000
FAX: 214-580-2502

The Learning for Life program is a classroom-based learning process featuring lesson plans to enhance and support the school curriculum. Teaching techniques such as role playing, small-group discussions, reflective and moral dilemma exercises, and hands-on activities are used. The program includes a living skills component to help students with special needs to become self-sufficient.

National Institute for Citizens Education in the Law (NICEL)
711 G Street, SE
Washington, DC 20003
202-546-6644
FAX: 202-546-6649

NICEL works with school-based citizenship education and law-related education programs, K-12. It also works with citizenship education programs having a delinquency prevention focus in juvenile justice settings. This organization has produced texts, instructional units, and other materials that are used throughout the United States. They have developed a highly successful model for involving law students as resources in high school and middle school law-related classes.

Phi Alpha Delta Public Service Center (PAD)
1511 K Street NW, Suite 611
Washington, DC 20005
202-638-2898
FAX: 202-638-2898

PAD is a nonprofit fraternal organization that supports civic and law-related education programs. It helps generate support for programs and produces publications and other media to encourage involvement by lawyers, judges, and other justice professionals in law-related education.

Resources

Resources for Music, Visual Arts, and Drama

The resources that follow represent a limited selection. The best resources can be provided by the music and visual arts teachers assigned to your school. Your arts educators may have many more ideas and references for you.

FINE ARTS: MUSIC (K-6)

The following music series include patriotic songs that are developmentally appropriate and are listed by grade level. Traditional songs such as "America," "America the Beautiful," and the "Star-Spangled Banner," as well as songs by more contemporary composers, are provided.

Music and You. Glenview, Illinois: Silver Burdett and Ginn, 1991.

Share the Music. Riverside, New Jersey: Macmillan/McGraw-Hill, 1995.

Music Connections. Glenview, Illinois: Silver Burdett and Ginn, 1998.

Riley, Martha Chrisman. *Singing Indiana History: A Musical Resource Guide for Teachers.* Delphi, Indiana: Riverside Productions, 1992.
This resource guide celebrates Indiana music through song. This resource includes printed music for Indiana state songs, traditional folk songs from Indiana's pioneer days, songs about Indiana, and music written by Indiana composers as well as stories, games, poems, and folk dances. Accompanying cassette tapes are also available.

FINE ARTS: VISUAL ARTS, AND DRAMA (K-3)

REFERENCES FOR ADULTS

Barth, Edna. *Turkeys, Pilgrims and Indian Corn: The Story of the Thanksgiving Symbols.* New York: Clarion (Ticknor & Fields), 1981.

Cook, Wayne D. *Center Stage: A Curriculum for the Performing Arts, K-3.* White Plains, New York: Dale Seymour Publications, 1993.
This guide provides discipline-based drama/theater activities and resources for kindergarten, first, second, and third grade. The publication includes strategies for adapting materials to diverse learning needs and a bibliography of childrens' literature. Numerous suggestions for using childrens' literature are included. For example: Lesson 18, Grade One, is entitled "Exploring Folktales and Their Morals." Includes suggestions for using several folktales and fables. (*Center Stage: A Curriculum for the Performing Arts* is also available for Grades 4-6).

Grater, Michael. *The Complete Book of Paper Maskmaking.* Mineola, New York: Dover Publications, 1967.
This do-it-yourself guide gives detailed instructions with photos and diagrams for making masks of animals and people.

Hazen and Smith. *Cut and Make North American Indian Masks.* Mineola, New York: Dover Publications.
This publication includes patterns and assembly instructions for eight full-color masks based on authentic North American Indian designs.

McCaslin, Nellie. *Creative Drama in the Classroom.* White Plains, New York: Longman, 1990.
This resource provides practical activities to involve young students in creative dramatics.

Seeger, Ruth. *American Folk Songs for Children.* New York: Doubleday, 1980.

Spolin, Viola. *Improvisation for the Theater: A Handbook of Teaching and Directing Techniques.* Evanston, Illinois: Northwestern University Press, 1983.
This publication by a well known author contains theater games, improvisational exercises, and sensory awareness activities geared for all ages.

Sullivan, Charles, *Imaginary Gardens: American Poetry and Art for Young People.*, New York: Harry Abrams, 1989.
This is an excellent resource that combines poetry with historic photographs.

FINE ARTS: VISUAL ARTS, AND DRAMA (4-6)

REFERENCES FOR ADULTS

Adix, Vern. *Theatre Scenecraft.* Houston, Texas: Anchorage Press, 1981.
This "how-to" book tells how to construct stage settings and scenery.

Allensworth, Carl, et. al. *The Complete Play Production Handbook Revised and Updated.* New York: Harper Collins, 1982.

This book gives complete details concerning the production of a play, including tips on directing and technical elements.

Chase, Richard. *American Folk Tales and Songs.* Mineola, New York: Dover Publications, Inc., 1971.

Cohen, Robert, and John Harrop. *Creative Play Direction.* Old Tappan, New Jersey: Prentice Hall, 1984.

This easy-to-understand, hands-on book gives exercises and activities for acting, creating scripts, and blocking and lighting for the stage.

Gullan, Marjorie. *Speech Choir.* Stratford, New Hampshire: Ayer Company Publishers, Inc., 1937.

Contains American poetry and English ballads for choral reading.

Laughlin, Mildred K., and Kathy H. Atrobe. *Social Studies Readers Theatre for Children.* Englewood, Colorado: Libraries Unlimited, Inc., 1991.

This collection of readers theatre scripts focuses on themes such as "Colonial America", "Settling the West," and "A Divided Nation."

Resources

American Songs and Poems

From Character Education: *Indiana Department of Public Instruction, 1942. Although this original guide to character development in the schools (created by the Indiana Department of Education from 1937 to 1942) is no longer in print, many of the songs and poems it contained remain timeless.*

SONGS

THE STAR-SPANGLED BANNER

Oh say! Can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.

Chorus
Oh, say does that Star-spangled Banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;

Chorus
Tis the Star-spangled Banner, oh, long may it wave
O'er the land of the free and the home of the brave!

Oh, thus be it ever when freemen shall stand
Between their lov'd homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land

Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"

Chorus
And the Star-spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

-Francis Scott Key
1780-1843

AMERICA THE BEAUTIFUL

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm they soul in self-control,
thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
till all success be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee,
And crown they good with brotherhood
From sea to shining sea!

-Katharine Lee Bates
1859-1929

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride;
From every mountain side,
Let freedom ring.

My native country, thee-
Land of the noble free-
thy name I love;
I love thy rocks and rills,
thy woods and templed hills;
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break-
The sound prolong.

Our father's God! To thee,
Author of liberty!
To thee we sing;
'Long may our land be right,
With freedom's holy light,
Protect us by the might,
Great God our king.

Our glorious Land today,
'Neath Education's sway,
Soars upward still.
Its halls of learning fair,
whose bounties all may share,
Behold them everywhere,
On vale and hill!

Thy safeguard, Liberty,
The school shall ever be-
Our Nation's pride!
No tyrant hand shall smite,
while with encircling might
All here are taught the Right,
with Truth allied.

- Samuel Francis Smith
1808-1895

ON THE BANKS OF THE WABASH, FAR AWAY

(Indiana State Song)

Round my Indiana homestead wave the cornfield,
In the distance loom the woodlands clear and cool.
Often times my thoughts revert to scenes of childhood,
Where I first received my lessons, nature's school.
But one thing there is missing in the picture,
Without her face it seems so incomplete.
I long to see my mother in the doorway,
As she stood there years ago, her boy to greet!

Chorus
Oh, the moonlight's fair tonight along the Wabash,
From the fields there comes the breath of new mown hay.
Thro' the sycamores the candle lights are gleaming
On the banks of the Wabash, far away.

Many years have passed since I strolled by the river,
Arm in arm with sweetheart Mary by my side.
It was there I tried to tell her that I loved her,
It was there I begged of her to be my bride.
Long years have passed since I strolled thro' the churchyard,
She's sleeping there my angel Mary, dear.
I loved her but she thought I didn't mean it,
Still I'd give my future were she only here.

-Paul Dresser
1857-1911

POEMS

PAUL REVERE'S RIDE

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five,
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,-
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wise at their moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a hugh black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed to the tower of the Old North church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the somber rafters, that round him made
Masses and moving shapes of shade,-
By the trembling ladder, steep and tall,

To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's treade,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay, -
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North church,
As it rose above the graves on the hill,
Lonely and spectral and somber and still.
And lo! As he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.
It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled, -
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.
So through the night rode Paul Revere;
And so through the night went his cry of alarm
to every Middlesex village and farm, -
A cry of defiance, and not of fear,

A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoofbeats of the steed,
And the midnight message of Paul Revere.

-Henry Wadsworth Longfellow
1807-1882

CONCORD HYMN

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And time the ruined bridge has swept
Down the dark stream that seaward creeps.

On this green bank, by this soft stream,
We set today a votive stone,
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid time and Nature gently spare
The shaft we raise to them and thee.

-Ralph Waldo Emerson
1803-1882

OLD IRONSIDES

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle-shout,
And burst the cannon's roar:
The meteor of the ocean air
Shall sweep the clouds no more!

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee:
The harpies of the shore shall pluck
The eagle of the sea!

O better that her shattered hulk
Should sink beneath the wave!
Her thunders shook the might deep,
And there should be her grave:
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale!

Oliver Wendell Holmes
1809-1894

LINCOLN, THE MAN OF THE PEOPLE

When the Norn Mother saw the Whirlwind Hour
Greatening and darkening as it hurried on,
She left the Heaven of Heroes and came down
To make a man to meet the mortal need.
She took the tried clay of the common road -
Clay warm yet with the ancient heat of Earth,
Dashed through it all a strain of prophecy;
Tempered the heap with thrill of human tears;
Then mixed a laughter with the serious stuff.
Into the shape she breathed a flame to light
That tender, tragic, ever-changing face.
Here was a man to hold against the world,
A man to match the mountains and the sea.

So came the Captain with a thinking heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spiked again
The rafters of the Home. He held his place -
Held the long purpose like a growing tree -
held on through blame and faltered not at praise.

And when he fell in whirlwind, he went down
As when a lordly cedar, green and boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

- Edwin Markham
1852

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

William Tyler
Clerk of the House of Representatives
1917

P.L. 203-1995
[H. 1005. Approved May 8, 1995.]

AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 20-10. 1-4-4.5 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]: Sec **4.5. (a) Notwithstanding IC 20-10.1-1-0.5, this section applies only to public schools (as defined in IC 20-10.1-1-2).**

(b) As used in this section, "good citizenship instruction" means integrating into the current curriculum instruction that stresses the nature and importance of the following:

(1) Being honest and truthful.
(2) Respecting authority.
(3) Respecting the property of others.
(4) Always doing one's personal best.
(5) Not stealing.
(6) Possessing the skills necessary to live peaceably in society and not resorting to violence to settle disputes.
(7) Taking personal responsibility for obligations to family and community.
(8) Taking personal responsibility for earning a livelihood.
(9) Treating others the way one would want to be treated.
(10) Respecting the national flag, the Constitution of the United States, and the Constitution of the State of Indiana.
(11) Respecting one's parent's and home.
(12) Respecting one's self.
(13) Respecting the rights of others to have their own views and religious beliefs.

SECTION 2. [EFFECTIVE UPON PASSAGE] (a) **As used in this SECTION, "department" refers to the Indiana department of education established under IC 20-1-1.1-2.**

(b) The department shall develop a comprehensive plan of good citizenship instruction. The department shall submit the comprehensive plan to the general assembly by December 1, 1996.

(c) This SECTION expires July 1, 1997.

SECTION 3. An emergency is declared for this act.

"I have a dream
that my four little children
will one day live in a nation
where they will not be judged
by the color of their skin
but by the content
of their character."
Dr. Martin Luther King, Jr.